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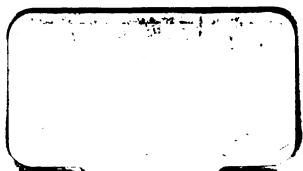
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THE SCIENCE OF THE ENGLISH LANGUAGE.

THE
NORMAL GRAMMAR:
ANALYTIC AND SYNTHETIC.

Illustrated by Diagrams.

BY STEPHEN W. CLARK, A. M.,

AUTHOR OF "FIRST LESSONS IN ENGLISH GRAMMAR," "ANALYSIS OF THE ENGLISH LANGUAGE,"
"GRAMMATIC CHART OF THE ENGLISH SENTENCE," "KEY TO ENGLISH
GRAMMAR AND MODEL EXERCISES."

"The character of its Language determines the mental vigor of a nation."
LONGINUS.

A. S. BARNES & COMPANY,
NEW YORK AND CHICAGO.

1870.

ENGLISH GRAMMAR AS A SCIENCE.

ENGLISH GRAMMAR AS AN ART.

CLARK'S

ENGLISH GRAMMARS AND ANALYSIS.

Clark's First Lessons in English Grammar. Designed for Beginners, and Introductory to the Practical Grammar. By S. W. CLARK, A. M., Principal of Cortland Academy. 18mo, half bound.

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PREFACE.

"THE character of its Language determines the mental vigor of a nation." Not less true is it that the purity of his language determines the social standing of the man. If "speech is the body of thought," the conquest of correct speech is second in importance only to that of accuracy of thought. If Language is the "bridge that spans the chasm between the intellectual world and the physical"—by which thoughts and emotions become *audible* and *visible*—by which sounds and sights create thought and feeling, then the study of Language ought to claim the earliest attention of the child. And indeed it does. The child learns language before he learns anything else. In the use of his mother tongue, he learns the ART before he can study the SCIENCE, and that child is fortunate whose early life is spent in the society of those who speak his vernacular in its purity. Accuracy and elegance in speech find their natural counterparts in accuracy and elegance of thought, and in purity of emotion.

While Grammar is an imitative ART, it is also a mental SCIENCE. For the acquisition of the science a Text-Book is demanded. A good text-book should so present the Science as to secure the Art—should so exhibit the Laws of Language as to furnish the pupil a sure *test of the correctness* of his expression—should so develop the varied structure of sentences and of phrases, as to enable the scholar to *make such selection* of them as will most clearly, forcibly, and elegantly express his thoughts and emotions—as to enable him to *command the language*. Its METHOD should be so clear, concise, and natural as to make the study of Grammar attractive. Only such SYSTEM and METHOD can long command position in our schools.

Twenty-five years have passed since the Author wrote his first work on English Grammar. During all those years, he has person-

ally tested his system and method in the school-room. His "FIRST LESSONS IN ENGLISH GRAMMAR," his "PRACTICAL GRAMMAR," and his "ANALYSES OF THE ENGLISH LANGUAGE," have found their way into extensive use in every State in the Union. Their gratifying success with the public has prompted the Author to this new effort.

The many and varied criticisms of these books by intelligent, independent Teachers who have used them, the Author's extended, careful study of the science, his full recognition of the errors and defects of his previous works, justify the preparation of the **NORMAL GRAMMAR**, which—based on the same system and methods of his former works—claims to be an improvement on them all.

The System of Diagrams given in the Author's former works, has been retained, to which important additions and improvements have been made.

The Author's views as to the importance of Diagrams, are corroborated by the decided approval of nearly all Teachers who have used them. Their concurrent testimony settles the question of their utility.

The following extracts from responses of different Teachers, are given as specimens of many :

"Your Diagrams have aroused an enthusiasm in our juvenile Grammar classes that has never been seen before."

"They map out a sentence admirably."

"They add much to the excitement of a lively recitation."

"Object Lessons in Grammar are beautifully exhibited in the use of Diagrams."

"Our little Architects delight in constructing sentences according to given models. Blank Diagrams drawn on the black board, are copied and filled with appropriate original sentences—thus securing good English compositions *in sentences made to order*."

"Diagrams open the eyes of our pupils to new facts in the structure of sentences which many students would not otherwise discover."

Those portions of the Author's former works that have stood the test of intelligent criticism, and have been generally approved, have been retained in this work. Such new matter and illustrations have been added as the advanced condition of the science seemed to demand.

ROCHESTER, N. Y., *July*, 1870.

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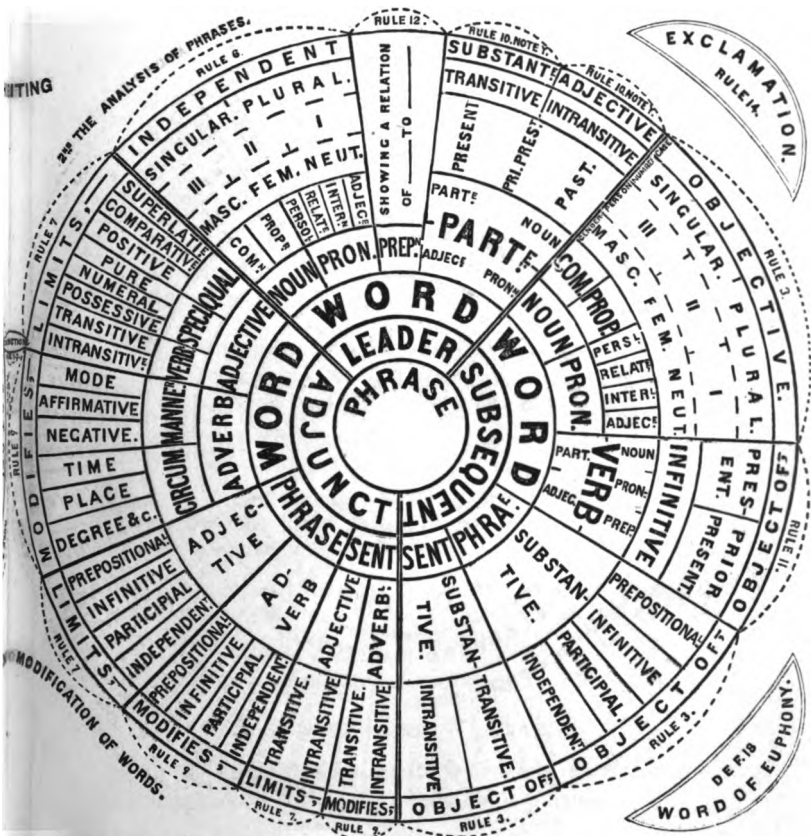
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EXHIBIT



EDITING



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PART I.

THE ELEMENTS OF LANGUAGE.

DEFINITION 1.—**Language** is any means of communicating thought, feeling, or purpose.

OBS. 1.—Thoughts and feelings are indicated—

1. By certain expressions of the features, by gestures, and by other physical acts. This is called *Natural Language*.
2. By articulate sounds, or by written characters. This is called *Artificial Language*.

OBS. 2.—Natural language is common to all intelligent beings, and is understood by all without previous instruction.—Smiling, frowning, laughing, weeping, are instances of natural language.

OBS. 3.—Artificial language is invented by men.—Sounds are made to indicate thoughts by mutual or common consent. Generally, each nation has its peculiar language.

PRINCIPLE.—*Artificial Language* is

SPOKEN AND WRITTEN.

DEF. 2.—**Spoken Language** consists in vocal sounds, indicative of thought, of feeling, or of purpose.

DEF. 3.—**Written Language** consists in artificial characters, so arranged and combined as, by common consent, to represent thought or emotion.

REM.—It is customary to give to every science a *name*, by which it may be distinguished from other sciences ; accordingly, people have agreed to call the science which treats of Language

GRAMMAR.

DEF. 4.—**Grammar** is the Science of Language, and the Art of using it.

OBS. 1.—There are certain *General Principles* of Grammar which are common to all languages.—Hence the term GENERAL GRAMMAR.

OBS. 2.—But each particular language has some idioms and forms of construction *peculiar to itself*.—Hence the term PARTICULAR GRAMMAR.

REM.—Every *Particular Grammar* should include all the principles of *General Grammar*.

DEF. 5.—**English Grammar** is the Science of the English language, and the Art of using it.

REM.—The articulate sounds of language are indicated by Letters.

DEF. 6.—A **Letter** is a character used to indicate a sound, or to modify the sound of another letter.

EXAMPLES.—A in hat, hate, hall, hart.

REM.—Letters are combined to form words.

DEF. 7.—A **Word** is a Letter, or a combination of Letters, used as the *sign* of an idea.

EXAMPLES.—God—mysterious—stood—slowly—Ah!—by—and.

REM.—Words are combined to form *Phrases* and *Sentences*.

DEF. 8.—A **Phrase*** is a combination of words, not constituting an entire **proposition**, but performing a distinct office in the structure of a Sentence or of another Phrase.

* The term *Phrase* is used in this work, not in its *popular*, but in its *technical* sense. The common use of the term is vague and indefinite—applying to any collection of words. In its technical sense, it means only such a combination of words as perform a distinct office in the structure of a Sentence or of another Phrase.

EXAMPLES.—*At midnight, in his guarded tent,
The Turk was dreaming of the hour
When Greece, her knee in suppliance bent,
Should tremble at his power.*

DEF. 9.—A **Sentence** is an assemblage of words, so combined as to assert an entire proposition.

EXAMPLES.—1. Night approaches.
2. Day is departing.
3. William is sleeping.
4. Socrates was a philosopher.
5. Virtue secures happiness.
6. John and George have arrived.
7. God created the heaven and the earth.

LETTERS.

FORMS, CLASSES, USES.

REM.—**Vocal Sounds** are the elements of *spoken words*.

Letters are the elements of *written or printed words*.*

OBS.—The English language employs forty-one Elementary Sounds. These sounds are represented by twenty-six Letters—*A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.*

REM.—These Letters thus arranged are called the English Alphabet.

Letters differ..... } in their *forms* and
 } in their *offices*.

REM.—Most of the Letters used in our language were derived from the Latin, and are called Roman Letters. We also use a variety called *Italic*, another called **Old English**, another called *Script*, and also many forms of **Ornamental Letters**. These various styles of Letters have each two forms—Capital Letters and Small, or Lower-case Letters.

OBS. 1.—Roman letters are in most common use in the English language.

* Orthoëpy and Orthography are usually learned from the spelling-book.

For the convenience of those classes that need to review these branches, a few pages of the Grammar are devoted to a concise discussion of the *forms*, the *classes*, and the *uses* of letters.

Italic Letters are used in words of special importance, and sometimes in Sentences.

REM.—In the Sacred Scriptures, words supplied by the translators to complete the construction of Sentences according to the English idiom, are printed in *Italics*.

Old English Letters are used for variety or ornament—in title-pages, etc.

OBS. 2.—The small, or “lower-case,” Letters are used in forming most Words, and constitute the appropriate form of letters now used in printed works—with the following EXCEPTIONS, which provide for the use of

CAPITAL LETTERS.

A word should begin with a capital letter,—

1. When it is the first word of a distinct proposition.
2. When it is a Proper Name, or a word immediately derived from a Proper Name.

EXAMPLES.—Boston—William—American—Vermont.

3. When it is a name or appellation of the Supreme Being.

EXAMPLES.—God—Saviour—Holy Spirit—Lord—Omnipotent.

4. When it is the first word of a line of poetry.

EXAMPLE.—“Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.”

5. When it is a principal word in a title of a book or office, and sometimes when it is a word of special importance, or used technically.

EXAMPLES.—1. “Willard’s History of the United States.”

2. “Burke on the Sublime and Beautiful.”

3. “The Subject of a Verb should not take the place of the Object.”

6. When it commences a direct quotation.

EXAMPLES.—1. “The footman, in his usual phrase,
Comes up with ‘Madam, dinner stays.’”

2. “Woe to him that saith unto the wood, ‘Awake.’”

7. When it constitutes the Pronoun "I" or the Exclamation "O."

EXAMPLE.—"O, I have loved in youth's fair vernal morn,
To spread imagination's wildest wing."

8. When it is a Common Noun fully personified.

EXAMPLES.—1. "Sure I Fame's trumpet hear."—*Cowley*.


2. "Here Strife and Faction rule the day."

9. The entire word is usually printed in capitals—

1. When it is the title of a book or of a chapter.

2. When it is a word of special importance.

3. When it is a Proper Name subscribed to a document.

 The teacher is advised to write Sentences on the Blackboard containing errors in the use of Capital Letters, and require the Pupils to correct them.

OBS. 1.—Letters are of various sizes, and have their corresponding appropriate names. The varieties of type in most common use are the following:

Great Primer,

Pica,

Small Pica,

Long Primer,

Bourgeois,

Brevier,

Minion,

Nonpareil,

Agate,

Pearl,

Diamond,

Brilliant.

OBS. 2.—The *Sounds* of the English Language are distinguished as—

Vocals,
Subvocals, and
Aspirates.

OBS. 3.—**Vocal Sounds** are produced by the vibrations of air in the throat.

REM.—The English language has fifteen vocal sounds—of which

A represents *five*; as heard in *ale, at, air, art, all*.

E " *two*; as in *she, shed*.

I " *two*; " *bind, bit*.

O " *three*; " *told, not, who*.

U " *three*; " *true, trust, full*.

OBS. 4.—**Subvocal Sounds**—represented by the letters b, d, g, j, l, m, n, ng, r, th, v, w, z, zh, and y—are vocal sounds partly sup-

pressed or modified by the *tongue*, the *palate*, the *teeth*, or the *lips*. They are, therefore, distinguished as **Linguals**, **Palatals**, **Dentals**, and **Labials**.

Obs. 5.—**Aspirates**—represented by f, h, k, p, s, t, th, sh, ch, and wh—are only whispers, produced by forcing breath through the organs of speech without vocalizing it.

OBS. 6.—The *Letters* of the Alphabet are distinguished as—

	{ <i>Vowels</i> and
	{ <i>Consonants</i> .

Obs. 7.—The **Vowels** represent pure Vocal sounds. The Vowels are **a, e, i, o, u**, and sometimes **w** and **y**.

Obs. 8.—The **Consonants** represent Subvocal sounds and Aspirates.

The Consonants are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

W and *y* sometimes represent Vocals, and are then Vowels.

REM.—Consonants are distinguished as— $\left\{ \begin{array}{l} \textit{Semivowels} \text{ and} \\ \textit{Mutes.} \end{array} \right.$

Obs. 9.—**Semivowels** (f, h, j, l, m, n, r, s, v, x, z, and c and g soft) may represent sounds without the aid of a vowel.

Mutes (b, d, k, p, q, t, and c and g hard) can not be sounded without the aid of a Vowel. Mutes at the end of words or syllables stop the voice.—*Cap, hat, back, bad, cab.*

REM.—L, m, n, and r, are called **Liquids**, because the sounds represented by them *flow* readily into similar or other sounds.

REM.—Letters differ in the variety of their representation.

1. Generally a Letter represents a peculiar sound. But,
2. Some Letters represent more than one sound.

EXAMPLES.—*A* in fate, far, fall, fat.—*O* in do, go, on.

- 3. Sometimes different Letters represent the same sound.**

EXAMPLES.—*A* and *e* in slay, they; *s* and *c* in case, face.

4. Sometimes a Letter is used that does not represent any sound.

EXAMPLES.—*E* in time; *n* in hymn, kiln.

Letters thus used are said to be **Silent**.

Silent Letters are used—

1. To modify the sounds of other Letters; and
2. To denote the origin or definition of the word.

OBS. 10.—One Letter often represents the sound of another Letter.

EXAMPLES.—*E* for *a*—they ; *e* for *u*—her ; *i* for *u*—sir.

REM.—The Letter *x* always represents either the Letter *z* or the two letters *k* and *s*.

EXAMPLES.—Xenophon ; tax = taks ; inflexible = infleksible.

OBS. 11.—A Letter is said to be **Long** when its sound can be protracted at will, as *a* in *say*—ay.

OBS.—A Letter is said to be **Short** when the sound represented by it can not be protracted, as *a* in *hat*.

REM.—Some Letters combine—

1. To form one sound.
2. To form a combination of sounds.

OBS.—Vowels unite with the same, or with other vowels, to form **Diphthongs** and **Digraphs**, **Triphthongs** and **Trigraphs**.

OBS.—A **Diphthong** is a union of two vowels in one syllable, in which both vowels are sounded.

EXAMPLES.—*Oi* in *boil*, *ou* in *thou*.

OBS.—A **Digraph** is a union of two vowels in one syllable, in which only one of the vowels is sounded.


EXAMPLES.—*Ea* in *Eagle*, *ei* in *neither*, *œ* in *subpoena*.

OBS.—A **Triphthong** is a union of three vowels in one syllable, all of which are sounded.

EXAMPLES.—*Uoy* in *buoyancy*.

OBS.—A **Trigraph** is a union of three vowels in one syllable, not all of which are sounded.

EXAMPLES.—*Eau* in *beauty*, *ieu* in *adieu*.

 Let the Pupils now turn to page 38, and in some of the Sentences name—

1. All the *Vowels*.
2. All the *Semivowels*.
3. All the *Mutes*.
4. All the *Liquids*.
5. All the *Diphthongs* and *Digraphs*.
6. All the *Triphthongs* and *Trigraphs*.

OBS.—Two or more consonants may unite to form a complex sound.

EXAMPLES.—*Br*—, *bring* ; *cl*—, *cling* ; *ng*—, *cling*.

REM.—The same consonant repeated in the same syllable is called a *Double Consonant* ; as *ll* in *Ball*, *rr* in *Burr*.

REM.—Consonants unite with Vowels to modify their sound or signification.

EXAMPLES.—A—ay—hay—eight—they.

REM.—For convenience in articulation, most words are divided into Parts, called *Syllables*; hence,

OBS.—A **Syllable** is a whole Word, or such part of a Word as is uttered by one impulse of the voice.

EXAMPLES.—Man—man-ly—man-li-ness—un-man-ly.

One Syllable that completes a word is called a *Monosyllable*.

EXAMPLES.—Man—good—sing—form.

Two Syllables united to form a word are called a *Dissyllable*.

EXAMPLES.—Manly—goodness—singing—inform.

Three Syllables that complete a word are called a *Trisyllable*.

EXAMPLES.—Manliness—goodnesses—informing.

Four or more Syllables that complete a word are called a *Poly-syllable*.

EXAMPLES.—Unmanliness—Information.

REM.—Every Syllable must have one vowel sound. It may have one or more consonants.

OBS.—A Consonant placed before a Vowel in the same Syllable is called an **Antecedent**. A Consonant placed after a Vowel in the same Syllable is called a **Consequent**.

EXERCISES in the Analysis of Words.

Hat — is a Monosyllable.

h — is a Consonant—Semivowel—*Antecedent* to its vowel a.

a — is a Vowel—short sound.

t — is a Consonant—Mute—*Consequent* to its vowel a.

Mary — is a Dissyllable—accent on the first.

m — is a Consonant—Semivowel—Liquid—*Antecedent* to its vowel a.

a — is a Vowel—long sound.

r — is a Consonant—Semivowel—Liquid—*Antecedent* to its vowel y.

y — is a Vowel—short sound.

Beautiful — is a Trisyllable—accent on the first.

b — is a Consonant—Mute—Liquid—*Antecedent* to its vowel u.

eau — is a Trigraph—having the sound of u long.

e — is a Vowel not sounded.

a — is a Vowel not sounded.

u — is a Vowel—long sound.


t — is a Consonant—Mute—*Antecedent* to its vowel i.

i — is a Vowel—long sound—not accented.

f — is a Consonant—Semivowel—*Antecedent* to its vowel *u*.

u — is a Vowel—third or medial sound.

l — is a Consonant—Semivowel—Liquid—*Consequent* to its vowel *u*.

 By these MODELS, let the following words be analyzed :

Faith.	Sincere.	Gratitude.	Benediction.	Unanimity.
Hope.	Duty.	Weariness.	Constellation.	Meditativeness.
Love.	Candor.	Thankfulness.	Celebrating.	Individual.
Zeal.	Fully.	Honesty.	Meditative.	Consanguinity.
Works.	Easy,	Hopefully.	Mediation.	Oceanica.

WORDS.

CLASSIFICATION.

REMARK.—In a Discourse, words are used—

1. As *Names* of beings, places, or things ;
2. As *Substitutes* for names or facts ;
3. As *Qualifiers* or *Limiters* of names ;
4. To *assert* action, being, or *condition* ;
5. To *modify* an assertion or a quality ;
6. To express *relations* of things or of thoughts ;
7. To *introduce* or to *connect* Words and Sentences ;
8. To express a *sudden* or an *intense emotion* ; or,
9. For Rhetorical effect.

Hence, by their *uses*—

Words are distinguished as,

- | | |
|------------------------------|------------------------------|
| 1. <i>Nouns</i> , | 5. <i>Adverbs</i> , |
| 2. <i>Pronouns</i> , | 6. <i>Prepositions</i> , |
| 3. <i>Adjectives</i> , | 7. <i>Conjunctions</i> , |
| 4. <i>Verbs</i> , | 8. <i>Exclamations</i> , and |
| 9. <i>Words of Euphony</i> . | |

DEF. 10.—A **Word** used as the name of a being, of a place, or of a thing, is called

A Noun.

EXAMPLES.—*God—man—sea—way—wonders—emotion.*

DEF. 11.—A Word used *for a Noun*, is called

A Pronoun.

EXAMPLES.—*I—thou—he—she—it—who—what—that.*

DEF. 12.—A Word used to qualify, or otherwise limit a Noun or a Pronoun, is called

An Adjective.

EXAMPLES.—*Mysterious* [way]—*his* [wonders]—*the* [sea].

DEF. 13.—A Word used to assert an *act, being, or state*, of a person or of a thing, is called

A Verb.

EXAMPLES.—[God] *moves*—[He] *plants*—[Day] *declines*.

DEF. 14.—A Word used to modify the signification of a Verb, of an Adjective, or of another Modifier, is called

An Adverb.

- EXAMPLES.—1. "A mist *rose slowly* from the lake."
 2. "The task was *exceedingly* DIFFICULT."
 3. "He came between us *very* OFT."

DEF. 15.—A Word used to express a relation of words to each other, is called

A Preposition.

- EXAMPLES.—1. "*At* MIDNIGHT, *in* his guarded TENT,
 2. The Turk WAS DREAMING *of* the HOUR."

DEF. 16.—A Word used to connect Words, Phrases, and Sentences, is called

A Conjunction.

- EXAMPLES.—1. "*And* I am glad *that* he has lived thus long."
 2. "God created the HEAVEN *and* the EARTH."

DEF. 17.—A Word used to express a sudden or intense emotion, is called

An Exclamation.

EXAMPLES.—*Alas!*—*oh!*—*shocking!*

DEF. 18.—A Word used chiefly for the sake of *sound*, is called

A Word of Euphony.

EXAMPLES.—1. “*There are no idlers here.*”

2. “*Now, then, we are prepared to define our position.*”

3. “*Even in our ashes, live their wonted fires.*”

OBS.—For observations on “*Words of Euphony*,” see Part II.

QUESTIONS FOR REVIEW.

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| 15. | What is <i>Language</i> ? | See Def. 1. |
| | What language is <i>Natural</i> ?—what, <i>Artificial</i> ? | See Obs. 1. |
| | Artificial language is how distinguished? | |
| | What is <i>Spoken Language</i> ? | See Def. 2. |
| | What is <i>Written Language</i> ? | See Def. 3. |
| | What is <i>Grammar</i> ? | See Def. 4. |
| 16. | What is <i>English Grammar</i> ? | See Def. 5. |
| | What is a <i>Letter</i> ? | See Def. 6. |
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| | What is a <i>Noun</i> ? | See Def. 10. |
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| | What is a <i>Verb</i> ? | See Def. 13. |
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| | What is a <i>Preposition</i> ? | See Def. 15. |
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| | What is a <i>Word of Euphony</i> ? | See Def. 18. |

PHRASES.

ANALYSIS OF PHRASES.

A *Phrase* consists of { *Principal Elements* and
Adjunct Elements.

DEF. 19.—The **Principal Elements** of a **Phrase** are the words necessary to its structure.

EXAMPLES.—*Of light—round path—amid shade—by consequences—of youth.*

1. "Rays | *of limpid light* | gleamed | *round their path* |."
2. "Birds sang | *amid the sprouting shade* |."
3. "Manhood is disgraced | *by the consequences* | *of neglected youth* |."

DEF. 20.—The **Adjuncts** of a **Phrase** are the words used to modify or limit the offices of other words in the **Phrase**.

EXAMPLES.—*Limpid—their—the whispering—the varied.*

1. "Rays | *of limpid light* | gleamed | *round their path* |."
2. "Birds sang | *amid the whispering shade* |."
3. "See ! Winter comes | *to rule the varied year* |."

The *Principal Elements* of a **Phrase** consist of

The *Leader* and the *Subsequent*.

DEF. 21.—The **Leader** of a **Phrase** is the word used to *introduce* the **Phrase**—generally connecting its **Subsequent** to the word which the **Phrase** modifies or limits.

EXAMPLES.—*Like—in—of—of—to—question.*

1. "*Like* a spirit | it | came, | *in the van* | *of a storm* |."
2. "Enough | remains | *of glimmering light* |
To guide the wanderer's steps aright |."
3. "The previous *question* being demanded, | the *debate* closed."

OBS.—The **Leader** of a **Phrase** is *commonly* the first word in *position*—but not *always*; **Adjuncts** may precede. [See the last example.]

The *Leader of a Phrase* may be $\left\{ \begin{array}{l} \text{A Preposition,} \\ \text{A Participle,} \\ \text{A Substantive.} \end{array} \right.$

EXAMPLES.—1. "I am monarch *of* all I survey;
My right there is none *to* dispute."

2. "Taking a madman's sword | *to* prevent | his *doing* mischief, | can not be regarded | *as* robbing him |."

3. "The evening *star* having disappeared, | we returned *to* the castle."

DEF. 22.—A **Participle** is a word derived from a Verb, retaining the signification of its verb, while it also performs the office of some other "part of speech."

OBS.—For observations on Participles, see page 111.

DEF. 23.—The **Subsequent of a Phrase** is the Element which follows the Leader as its object of *action* or *relation*, or which depends on it in construction.

EXAMPLES.—*Parting—hall—great-coats—comforters—handkerchiefs—mouth—ears—walking-canes—feet.*

"At *parting*, | too, there was a long ceremony | in the *hall*, | buttoning up *great-coats*, | tying on woolen *comforters*,—fixing silk *handkerchiefs* over the *mouth* and up to the *ears*, and grasping sturdy *walking-canes* to support unsteady *feet*."

The *Subsequent of a Phrase* may be $\left\{ \begin{array}{l} \text{A Word,} \\ \text{A Phrase, or} \\ \text{A Sentence.} \end{array} \right.$

EXAMPLES.

1. *A Word*.—"Sweet was the sound, when oft | at evening's *close* | Up yonder *hill* | the village murmur rose."

2. *A Phrase*.—"A habit | of *moving quickly*, | is another way | of *gaining time* |."

3. *A Sentence*.—"The footman, in his usual phrase,
Comes up with '*Madam, dinner stays*.'"

OBS. 1.—The *Subsequent of a Phrase* is sometimes suppressed.

EXAMPLE.—"These crowd *around*, to ask him of his health."

Obs. 2.—When any Element of a Phrase is suppressed, that part of the Phrase which is expressed—whether Leader, Subsequent, or Adjunct—is to be regarded as the *representative* of the whole Phrase, and in the analysis of a Sentence, it should be construed as the whole Phrase would be if fully expressed.

EXAMPLES.—1. "These crowd *around*," i. e., *around him*.

2. "William will come *home*," i. e., *to his home*.

3. "Mary has come to school *early*," i. e., *at an early hour*.

"*Around*," as an Element in the *Sentence*, is an *Adverb*—for it is a *representative* of the Adverbial Phrase, *around him*.

"*Around*," as an Element in the *Phrase*, is a *Preposition*—showing a relation of "crowd" to "him," understood.

"*Home*," as an Element in the *Sentence*, is an *Adverb*—for it is a *representative* of the Adverbial Phrase, *to his home*.

"*Home*," as an Element in the *Phrase*, is a *Noun*—Object of the Preposition *to*, understood.

"*Early*," as an Element in the *Sentence*, is an *Adverb*—for it is a *representative* of the Adverbial Phrase, *at an early hour*.

"*Early*," as an Element in the *Phrase*, is an *Adjective*—used to limit the word *hour*, understood.

RECAPITULATION.

PHRASES consist of	{	PRINCIPAL ELEMENTS,	{	Leader.....	{	<i>Preposition.</i>
					{	<i>Participle.</i>
		and	{	Subsequent..	{	<i>Word.</i>
					{	<i>Phrase.</i>
						<i>Sentence.</i>
		ADJUNCT ELEMENTS.	{	Adjective ...	{	<i>Word.</i>
					{	<i>Phrase.</i>
						<i>Sentence.</i>
			{	Adverbial ...	{	<i>Word.</i>
					{	<i>Phrase.</i>
						<i>Sentence.</i>

CLASSIFICATION.

REMARK.—Phrases are distinguished { by their *uses*,
by their *forms*, and
by their *structure*.

I. THE OFFICES OF PHRASES.

REMARK.—Phrases are used as *substitutes* for Nouns, Adjectives, and Adverbs; or they are independent in construction. Hence, by their *offices*,

Phrases are distinguished as,

- | | | |
|-------------------------|--|-------------------------|
| 1. <i>Substantive</i> , | | 3. <i>Adverbial</i> , |
| 2. <i>Adjective</i> , | | 4. <i>Independent</i> . |

DEF. 24.—A **Substantive Phrase** is a phrase used as the Subject or the Object of a Verb, or the Object of a Preposition.

EXAMPLES.—1. "*To be*, contents his natural desire."

2. "*His being a minister*, prevented his rising to civil power."

3. "I doubted *his having been a soldier*."

4. "The crime of *being a young man*, I shall attempt neither to palliate nor deny."

What "contents his natural desire?"

"*To be*,"—*i. e.*, mere existence.

"I doubted"—*What*?

"His having been a soldier."

"The crime of"—*What*?

"Being a young man."

OBS.—Such Phrases are called *Substantive Phrases*, because they perform *offices* similar to those of Nouns and of Pronouns.

DEF. 25.—An **Adjective Phrase** is a phrase used to qualify or limit the application of a Noun or of a Pronoun.

EXAMPLES.—1. "The time of *my departure* is at hand."

2. "*Forgetting the things that are behind*, I press forward."

What "time?"

"Of my departure."

EXAMPLES.—3. "The dishes *of luxury* cover his table."

What "dishes?"

"Of luxury."

REM.—Whenever a *Phrase* is used to qualify or describe a Noun or a Pronoun, it is *Adjective*.

DEF. 26.—An **Adverbial Phrase** is a phrase used to modify the signification of a Verb, of an Adjective, or of an Adverb.

EXAMPLES.—1. "God moves *in a mysterious way*."

2. "He is powerful *for evil*—impotent *for good*."

"God moves"—*How?*

"In a mysterious way."

"Powerful"—*In what respect?*

"For evil."

REM.—Any Phrase used to ask or to answer the questions *how? why? where? when?* etc., is *Adverbial*.

DEF. 27.—An **Independent Phrase** is a phrase not grammatically connected with any other element.

EXAMPLE.—"The hour *having arrived*, we commenced the exercises."

OBS.—The office of an Independent Phrase is *Logical*, not *Grammatical*. Thus, in the sentence, "The hour having arrived, we commenced the exercises," the phrase "the hour having arrived," indicates the *time* of commencing the exercises; but it is not joined to the word "commenced" by any connecting word.

II. THE FORMS OF PHRASES.

Phrases are distinguished also by their *forms*, as,

- | | | |
|---------------------------|--|-------------------------|
| 1. <i>Prepositional</i> , | | 3. <i>Participial</i> , |
| 2. <i>Infinitive</i> , | | 4. <i>Independent</i> . |

DEF. 28.—A **Prepositional Phrase** is a phrase in-

troduced by a Preposition, having a *Noun* or a *Pronoun* as its object of relation.

- EXAMPLES.—1. "*In a mysterious way.*" "*To me.*"
2. "*The time of my departure is at hand.*"

DEF. 29.—An **Infinitive Phrase** is a phrase introduced by the Preposition *TO*, having a Verb as its object of relation.

- EXAMPLES.—1. "*To love*"—" *To study*"—" *To be diligent.*"
2. "We ought not *to be satisfied* with present attainments."
3. "I sit me down *a penitive hour to spend.*"

DEF. 30.—A **Participial Phrase** is a phrase introduced by a *Participle*, having an Object or an Adjunct.

- EXAMPLES.—1. "*Scaling yonder peak.*"
"Scaling yonder peak I saw an eagle."
2. "*Moving quickly—gaining time.*"
"A habit of *moving quickly*,
is another way of *gaining time.*"
3. "*Crushed to earth.*"
"Truth crushed to earth will rise again."

DEF. 31.—An **Independent Phrase** is a phrase introduced by a Noun or a Pronoun, followed by a Participle depending upon it.

- EXAMPLES.—1. *The cars having left*, we chartered a coach.
2. "Thus talking, *hand being in hand*,
And they passed on to their blissful bower."

III. THE STRUCTURE OF PHRASES.

PRINCIPLE.

By their structure, Phrases
are distinguished as

{	<i>Simple</i> or <i>Compound</i> ,
	<i>Transitive</i> or <i>Intransitive</i> ,
	<i>Principal</i> or <i>Auxiliary</i> ,
	<i>Complex</i> ,
	<i>Mixed</i> .

DEF. 32.—A **Simple Phrase** is a phrase having but one Leader and one Subsequent.

- EXAMPLES.—1. "Enough remains of glimmering light,
 2. *To guide the wanderer's steps aright.*"
 3. "*Thought meeting thought, and will preventing will.*"

DEF. 33.—A **Compound Phrase** is a phrase having two or more Leaders or Subsequents joined in the same construction.

- EXAMPLES.—1. "The engraver has placed the Conjunction *without* and *above* the circle."
 2. "*Rewarding and punishing actions* by any other rule, would appear much harder to be accounted for, by minds formed as he has formed ours."
 3. "The whole animal kingdom is in a state of constant *decay* and *renovation*."
 4. "Habits, formed *in childhood* and *youth*, last a whole lifetime."

DEF. 34.—A **Transitive Phrase** is a phrase whose Subsequent is a *Transitive Verb* or *Participle*.

- EXAMPLES.—1. "He does not venture to *try* the effect of his imperial voice, in *hushing* its stormy billows, and *bidding* its proud waves to *stay themselves* at his feet."

DEF. 35.—An **Intransitive Phrase** is a phrase whose Subsequent is a *Noun* or a *Pronoun*, or an *Intransitive Verb* or *Participle*.

- EXAMPLES.—1. "I call to *you* with all my voice."
 2. "To *die*, to *sleep*, perchance to *dream*."
 3. "I saw an eagle, *wheeling* near its brow."

DEF. 36.—A **Complex Phrase** is a phrase whose Leader, Subsequent, or Adjunct, is qualified by another phrase.

- EXAMPLES.—1. "Some *in the fields* of purest ether play,
 And bask and whiten *in the blaze* of day."
 2. "The greatest possible intimacy should never induce *you* to *dispense* with politeness."

3. "The office of wisely **DEVELOPING** the **MINDS** of *young women*, should be ranked **AMONG** the most honorable **EMPLOYMENTS** in the land."
4. "Long years have elapsed since I gazed **ON THE SCENE**,
Which my fancy still robed IN ITS FRESHNESS of green."
5. "Dost thou aspire to **JUDGE** *between the Lord*
Of Nature and his works ?"

DEF. 37.—A **Mixed Phrase** is a compound phrase, having one or more Transitive Subsequents and one or more Intransitive Subsequents.

EXAMPLES.—1. "Forbade to *wade* through slaughter to a throne,
And *shut* the *gates* of mercy on mankind."

2. "The old gentleman had never entertained the idea *OF* *William's leaving home* and *engaging in business* for himself."

RECAPITULATION.

<p>PHRASES are distinguished by their</p>	Uses.	<ul style="list-style-type: none"> Substantive. Adjective. Adverbial. Independent.
	Forms.	<ul style="list-style-type: none"> Prepositional. Infinitive. Participial. Independent.
	Structure.	<ul style="list-style-type: none"> Simple. Compound. Transitive. Intransitive. Principal. Auxiliary. Complex. Mixed,

QUESTIONS FOR REVIEW.

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20. What are the *Distinct Elements* of Phrases?
What are *Principal Elements* of Phrases?.....See Def. 19.
20. What are *Adjunct Elements* of Phrases?.....See Def. 20.
The *Principal Elements* consist of what?
What is the *Leader* of a Phrase?.....Def. 21.
21. It may consist of what?
What is the *Subsequent* of a Phrase?.....Def. 23.
It may consist of what?
23. In how many ways are Phrases *distinguished*?
By their *offices* how are Phrases classified?
What is a *Substantive Phrase*?—an *Adjective Phrase*? Def. 24, 25.
24. What is an *Adverbial Phrase*?Def. 26.
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By their *forms* how are Phrases classified?
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25. What is an *Infinitive Phrase*?Def. 29.
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What is a *Simple Phrase*?—a *Compound Phrase*? ..Def. 32, 33.
26. What is a *Transitive Phrase*?Def. 34.
What is an *Intransitive Phrase*?Def. 35.
What is a *Complex Phrase*?—a *Mixed Phrase*?Def. 36, 37.

SENTENCES.

REMARK.—A Sentence may be resolved into its *Elements*.

DEF. 38.—The **Elements of a Sentence** are the parts which enter into its structure.

REM.—In the structure of Sentences, certain *general principles* are involved, which are common to all languages.

1. We have *that of which something is declared*. This is called the *Subject* of the Sentence.

2. There must be a word or words used to *declare*—positively,

negatively, interrogatively, or conditionally—something of the subject. This is called the *Predicate*.

These two parts are essential to the structure of a Sentence.

3. The Predicates of some Sentences assert acts which pass over to some persons or things.

The names of such persons, places, or things are called *Object Elements*.

4. There are often other Elements, used to *qualify*, to *limit*, or to *modify* the various parts of Sentences. These are called *Adjunct Elements*.

The *Parts* of a Sentence { *Principal Elements*, and
are distinguished as { *Adjunct Elements*.

DEF. 39.—The **Principal Elements of a Sentence** are the parts which make the unqualified assertion.

EXAMPLES.—1. *Birds fly.*

2. *The sun shines.*

3. "The *night* passed away in song."

4. "The *mountains* showed their gray heads."

5. "Thy *bounty* shines in Autumn, unconfined,
And *spreads* a common feast for all that live."

6. "The *king* of shadows loves a shining mark."

7. "In the beginning *God* created the heaven and the earth."

DEF. 40.—The **Adjunct Elements of a Sentence** are such as describe or modify other elements.

EXAMPLES.—1. "The | night passed | away | in song."

2. "The | king | of shadows | loves | a | shining | mark."

3. "There | in his noisy mansion, | skilled to rule, |

4. The | village | master | taught | his | little | school |."

REM.—There are still other words, which are neither Principal Elements nor Adjuncts,—words which are sometimes used in connection with the Sentence, but *which do not constitute an integral part of it*. Hence,

DEF. 41.—Words accompanying a Sentence without entering into its structure, are called

Attendant Elements.

- EXAMPLES.—1. "Lend me your songs, ye *nightingales*!"
 2. "*O Liberty*! I wait for thee."
 3. "*There* are no idlers here."
 4. "I sit *me* down, a pensive hour to spend."
 5. "*Even* in our ashes live their wonted fires."
 6. "*Friends, Romans, Countrymen*! lend me your ears."

PRINCIPAL ELEMENTS.

ANALYSIS AND CLASSIFICATION.

The Principal Elements of a Sentence are,

The *Subject*, | The *Predicate*, | The *Object*.

OBS.—Every Sentence must have, at least, one *Subject* and one *Predicate*, expressed or understood.

THE SUBJECT.

DEF. 42.—The **Subject of a Sentence** is that of which something is asserted.

OBS. 1.—The Subject of a Sentence is always *Substantive* in its office; it may be a *Noun*, or a *Word*, a *Phrase*, or a *Sentence* used for a Noun. It may be determined by its answering the question *who?* or *what?* placed before the Predicate.

EXAMPLES.

- a. *A Noun*.—1. *Birds fly*.—*What fly?*
 2. "*Knowledge* is power."—*What is power?*
 3. "*Truth* crushed to earth, will rise again."
 b. *A Pronoun*.—4. *We come*.—*Who come?*
 5. *They* are satisfied.—*Who are satisfied?*
 6. "*They that seek me early, shall find me*."
 c. *A Phrase*.—7. "*To do good*, is the duty of all men."—*What is duty?*
 8. "*His being a minister*, prevented his rising to civil power."
 d. *A Sentence*.—9. "*At what time he took orders*, doth not appear."
 10. "*That all men are created equal*, is a self-evident truth."—*What is a self-evident truth?*

OBS. 2.—A Subject of a Sentence having Adjuncts, is called a *Modified Subject*.

EXAMPLE.—“*The king of shadows loves a shining mark.*”

THE PREDICATE.

DEF. 43.—The **Predicate of a Sentence** is the Word or Words that express what is asserted of the Subject.

OBS.—The Predicate consists of a *Verb*, with or without another *Verb*, a *Participle*, an *Adjective*, a *Noun*, a *Pronoun*, or a *Preposition*.

EXAMPLES.

- a. A *Verb only*.—1. Birds *fly*.
 2. Quadrupeds *run*.
 3. “Here *sleeps* he now alone.”
- b. Two *Verbs*.—4. We *shall go*.
 5. I *do remember*.
 6. “Ye *shall not* in the lofty pine
 Disturb the sparrow’s nest.”
- c. A *Verb* and a *Participle*.—7. John *was injured*.
 8. Willie *is reading*.
 9. “Thou *art perched* aloft on the beetling crag.”
- d. A *Verb* and an *Adjective*.—10. James *became poor*.
 11. Warner *is sleepy*.
 12. “And the waves *are white* below.”
- e. A *Verb* and a *Noun*.—13. God *is love*.
 14. We *are friends*.
 15. “The proper *study of mankind is man*.”
- f. A *Verb* and a *Pronoun*.—16. It *is I*.
 17. Who *are you*?
 18. “*Thine is the kingdom*.”
- g. A *Verb* and a *Preposition*.—19. Its idle hopes *are o’er*.
 20. That business *has been attended to*.

REMARKS.—The Predicate is varied not only in *form*, but also in its functions.

- 1. It may assert an *act*—as, William *walks*.
- 2. It may assert *being*—as, God *exists*.
- 3. It may assert *quality*—as, Sugar *is sweet*.
- 4. It may assert *possession*—as, “*Thine is the kingdom*.”
- 5. It may assert *identity*—as, It *is I*.

6. It may assert *condition*—as, "Its idle hopes *are o'er*."
7. It may assert *change* of condition—as, "His palsied hand *waxed strong*."

LOGICAL PREDICATE. GRAMMATICAL PREDICATE.

Obs. 1.—The term "*Predicate*" has two applications—a *Logical* and a *Grammatical*. The *Logical Predicate* includes the *Grammatical Predicate* and its *Object*. Thus, in the sentence,

"The king of shadows loves a shining mark,"

"*Loves a shining mark*," is the *Logical Predicate* ;

"*Loves*" is the *Grammatical Predicate*.

Obs. 2.—In Sentences that have no Objects, the *Logical* and the *Grammatical Predicates* are identical. Thus, in the sentence,

"The oaks of the mountains fall,"

"*Fall*" is both the *Logical* and the *Grammatical Predicate*.

Obs. 3.—The *Modified Predicate* includes the *Grammatical Predicate* and its *Adjuncts*. Thus, in the sentence,

"Hollow winds are in the pines,"

"*Are in the pines*," is the *Modified Predicate* of "*winds*."

"*Are*" is the *Grammatical Predicate*.

THE OBJECT.

REM.—The *Object* of a Sentence, being distinct from the *Grammatical Predicate*, is properly regarded as a distinct Element in the structure of such Sentences as contain Objects. Hence,

DEF. 44.—The **Object of a Sentence** is the Word or Words on which the act, expressed by the Predicate, terminates.

Obs. 1.—The Object of a Sentence is a *Noun*, or a *Word*, a *Phrase*, or a *Sentence* used for a Noun. It may be determined by its answering the question *whom?* or *what?* placed immediately after the Predicate.

EXAMPLES.

- a. A *Noun*.—1. John saws wood—saws *what?*
2. Birds build nests—build *what?*
3. "Shall joy light the *face* of the Indian?"

- b. A Pronoun.—4. I have seen *him*—seen *whom*?
 5. *Whom* seekest thou?
 6. "Oft the shepherd called *thee* to his flock."
 c. A Phrase.—7. "I regret *his being absent*."—I regret *what*?
 d. A Sentence.—8. "The fool hath said in his heart, *There is no God*."
 9. "And God said, *Let there be light*."

MODIFIED OBJECT.

OBS. 2.—An Object that has Adjuncts is said to be *modified*.

EXAMPLE.—We have reached *the end of the chapter*. Here "*end*" is the Object. "*The end of the chapter*" is the *Modified* Object.

ADJUNCT ELEMENTS.

ANALYSIS AND CLASSIFICATION.

An *Adjunct Element* may be $\left\{ \begin{array}{l} \text{A Word,} \\ \text{A Phrase, or} \\ \text{A Sentence.} \end{array} \right.$

EXAMPLES.

- a. A Word.—1. We were walking *homeward*.—*Whither*?
 2. We shall arrive *soon*.—*When*?
 3. "*Darkly waves each giant bough*."
 b. A Phrase.—1. We were walking *toward home*.—*Whither*?
 2. We shall arrive *in a short time*.—*When*?
 c. A Sentence.—1. Students, *who study*, will improve.
 2. Students will improve, *if they study*.

REM.—Adjuncts are used to *limit* or *describe things*, or to modify *acts* or *qualities*. Hence,

Adjuncts are distinguished as $\left\{ \begin{array}{l} \text{Adjective or} \\ \text{Adverbial.} \end{array} \right.$

OBS. 1.—*Adjective Adjuncts*, whether Words, Phrases, or Sentences, are such as answer the questions, *What? What kind? Whose? How many?* etc. They are attached, in construction, to *Nouns* and to *Pronouns*.

OBS. 2.—*Adverbial Adjuncts*—Words, Phrases, or Sentences—are such as answer the questions, *How? Why? Where? Whence? Whither?* etc. They are attached to *Verbs*, to *Adjectives*, to *Participles*, and to *Adverbs*.

LOGICAL ADJUNCTS.

OBS. 3.—Words, Phrases, and Sentences, having no *Grammatical connection* with other Elements in a Sentence, often perform *Adjunct offices*, by *limiting* or *modifying* the application of other Elements. Such are properly called *Logical Adjuncts*.

EXAMPLES.

- a. *Words*.—1. Webster, the *Statesman*, is remotely related to Webster, the *Lexicographer*.
 b. *Phrases*.—1. "*Napoleon having fallen*, there is no more cause for alarm."
 c. *Sentence*.—"It is possible *that Anna will come*."

REM.—The words "*Statesman*" and "*Lexicographer*" are used to distinguish the two "Websters;" the Phrase "*Napoleon having fallen*," to tell why there is no more cause for alarm; and "*Anna will come*," is a Sentence used to tell what is meant by the word "*it*."

QUESTIONS FOR REVIEW.

PAGE

28. What is a *Sentence*? See Def. 38.
 29. How are the Elements of Sentences classified?
 What are *Principal Elements* of a Sentence? See Def. 39.
 What are *Adjunct Elements*? See Def. 40.
 30. What are *Attendant Elements*? See Def. 41.
 What are the *Principal Elements* of a Sentence?
 What is the *Subject* of a Sentence? See Def. 42.
 By what method can you ascertain what is the
 Subject of any Sentence? See Obs. 1.
 Make a Sentence having a *Word Subject*.
 Make a Sentence having a *Phrase Subject*.
 Make a Sentence having a *Sentence Subject*.
 31. What is a *Modified Subject*?
 What is the *Predicate* of a Sentence? See Def. 43.
 32. What is a *Logical Predicate*?
 What is a *Grammatical Predicate*?
 What is a *Modified Predicate*?
 What is the *Object*? See Def. 44.
 How can you determine what is the *Object* of any
 Sentence? See Obs. 1.
 33. What is a *Modified Object*? See Obs. 2.
 What are *Adjunct Elements* of Sentences?

Adjunct Elements may consist of what?

Make a Sentence having a *Word* Adjunct.

Make a Sentence having a *Phrase* Adjunct.

Make a Sentence having a *Sentence* Adjunct.

What is a *Logical* Adjunct?.....See Obs. 3.

RECAPITULATION.

SENTENCE.	PRINCIPAL ELEMENTS.	Subject ...	{ <i>Word</i> ... { Noun. { <i>Phrase</i> Substantive. { <i>Sentence</i> ... Substantive.
		Predicate..	{ A VERB with another <i>Verb</i> . { or without a <i>Participle</i> . { an <i>Adjective</i> . { a <i>Noun</i> . { a <i>Pronoun</i> . { a <i>Preposition</i> .
		Object	{ <i>Word</i> ... { Noun. { <i>Phrase</i> { Pronoun. { <i>Sentence</i> ... Substantive. { Substantive.
	ADJUNCT ELEMENTS.	Grammatical.....	{ <i>Word</i> ... { Adjective. { <i>Phrase</i> .. { Adverb. { <i>Sentence</i> . { Adjective. { Adverbial. { Adjective. { Adverbial.
		Logical ...	{ <i>Word</i> ... Substantive, inde- { <i>Phrase</i> .. pendent in con- { <i>Sentence</i> . struction, yet, in { logical office, Ad- { jective or Ad- { verbial.

EXERCISES IN ANALYSIS.

" God moves in a mysterious way,
 His wonders to perform ;
 He plants his footsteps in the sea
 And rides upon the storm."

Quest. Of *whom* is something asserted in the lines above written ?

Ans. Something is said concerning "*God*."

What is said of God ?

A. God "*moves*."

How does God move ?

A. "*In a mysterious way*."

" God moves in a mysterious way"—*why* ?

A. "*To perform his wonders*."

Concerning whom is something more said ?

A. Something more is said concerning " God.

Why do you think so ?

A. Because, in this connection, " He" means God.

What more is said of God ?

A. He "*plants*."

He plants *what* ?

A. He plants "*footsteps*."

He plants *whose* footsteps ?

A. "*His*" footsteps.

He plants his footsteps—*where* ?

A. "*In the sea*."

What more is said of God ?

A. He "*rides*."

He rides—*where* ?

A. "*Upon the storm*."

In the lines written above, what is the *use* or *office* of the word " God ?"

A. It is used to tell *who* " moves."

What is the use of the word " *moves* ?"

A. To tell what God *does*.

What is the use of "*in a mysterious way*?"

A. To tell *how* God moves.

What is the use of "*his wonders to perform*?"

A. To tell *for what purpose* God moves.

What is the use of "*He*?"

A. To tell *who* "plants footsteps" and "rides."

What is the use of "*plants*?"

A. To tell *what* "He" does.

What is the use of "*his*?"

A. To tell *whose* footsteps.

What is the use of "*footsteps*?"

A. To tell *what* He plants.

What is the use of "*in the sea*?"

A. To tell *where* He plants footsteps.

What is the use of "*rides*?"

A. To tell *what* "He" does.

What is the use of "*upon the storm*?"

A. To tell *where* He rides.

REMARK.—The young Pupil has seen, in this exposition of the four lines written above, that *words have meaning*; and that when they are properly put together, they convey the thoughts of the person who wrote them, to those who read them.

☞ Let the following Sentences be analyzed in the same manner—the teacher being careful to ask appropriate questions.

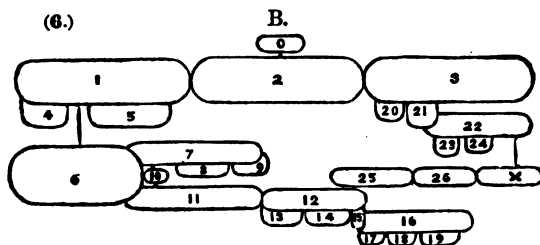
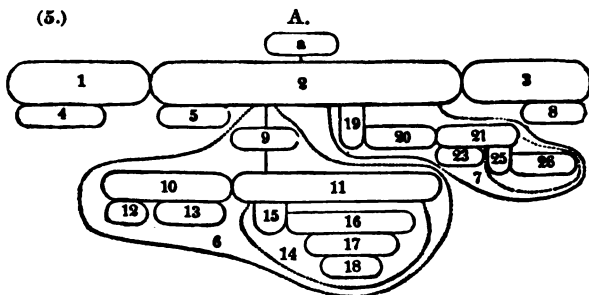
1. "The | *sun* | *rose* | on the sea |."
2. "A | *mist* | *rose* | slowly | from the lake |."
3. "The | *night* | *passed* | away | in song |."
4. "*Morning* | *returned* | in joy |."
5. "The | *mountains* | *showed* | their | *gray* | *heads* |."
6. "The | *blue* | *face* | of ocean | *smiled* |."
7. "Day | *declines* |."
8. "Hollow | *winds* | *are* | in the pines |."
9. "Darkly | *moves* | each | *giant* | *dough*, |
O'er the sky's last crimson glow |."
10. "Nature's | *richest* | *dyes* |
Are floating | o'er Italian skies."
11. "A golden *staff* his *steps supported*."
12. "The dying *notes* still *murmur* on the string."
13. "A purple *robe* his dying *frame shall fold*."

14. "At the heaving billows, *stood the meager form of Care*"
15. "Oft the *shepherd called thee* to his flock."
16. "The comely *tear steals* o'er the cheek."
17. "The *storms* of wintry Time *will quickly pass*."
18. "Thus in some deep retirement *would I pass*
The *winter-glooms*, with friends of picassant soul."
19. "Then *comes the father* of the tempest forth,
Wrapt in thick glooms."
20. "Thy *bounty shines* in Autumn, unconfined,
And *spreads* a common *feast* for all that live."
21. "Some in the fields of purest ether *play*,
And *bask* and *whiten* in the blaze of day."
22. "On thy fair bosom, waveless stream,
The dipping *paddle echoes* far,
And *flashes* in the moonlight gleam."
23. "Who can observe the careful *ant*,
And not *provide* for future want."
24. "Nature with folded hands *seemed* there,
Kneeling at her evening prayer."
25. "The *woods*
Threw their cool *shadows* freshly to the west."
26. "The clear *dew is* on the blushing bosoms
Of crimson roses, in a holy rest."
27. "Spring *calls out each voice* of the deep blue sky."
28. "Thou'rt *journeying* to thy spirit's home,
Where the skies are ever clear."
29. "A summer *breeze*
Parts the deep *masses* of the forest shade,
And *lets a sunbeam* through."
30. "The *pin*es grew red with morning."
31. "Sin *hath broke* the world's sweet peace—*unstrung*
Th' harmonious *chords* to which the angels sung."
32. "And *eve*, along the western skies,
Spreads her intermingling *dyes*."
33. "The blooming *morning* *oped* her dewy eye."
34. "No *marble marks* thy couch of lowly sleep ;
35. But living *statues* there are seen to weep."
36. "A distant *torrent* faintly roars."
37. "His gray *locks* slowly *waved* in the wind,
And *glittered* to the beam of night."
38. "Oft *did the harvest* to their sickle yield."
39. "Their *furrow* oft the stubborn *glebe* has broke."
40. "How jocund *did they drive* their team afield !"
41. "How *bowed the woods* beneath their sturdy stroke !"
42. "The breezy *call* of incense-breathing morn,
The *swallow*, twittering from the straw-built shed,
The cock's shrill *clarion*, or the echoing *horn*,
No more shall rouse them from their lowly bed."

DIAGRAMS.

REM.—The *office* of an Element in a Sentence determines its *position* in the Diagram, according to the following

GENERAL RULES.



RULE 1.—The *Principal Elements* of a Sentence are placed uppermost, and on the same horizontal line ;—as (1), (2), (3), Diagrams A and B.

RULE 2.—The *Subject* of a Sentence takes the first place ;—as, (1) and (10), Diagrams A, and (1), (6), and (25), B.

RULE 3.—The *Predicate* of a Sentence is placed to the right of the Subject—attached ;—as (2) and (11), A, and (2), (7), (11), and (26), B.

RULE 4.—The *Object* of a Sentence is placed to the right of the Predicate—attached ;—as (3), A, and (3), (12), and (×), B.

RULE 5.—An *Adjunct* of a Sentence is placed beneath the Word which it limits or modifies—attached : as, (4), (5), (6), (7), (12), (13), (14), (17), (18), (23), A, and (4), (5), (8), (9), (17), (18), (19), (20), (23), (24), B.

RULE 6.—If the Adjunct is a *Phrase*, its Leader is attached to the Word which it limits ; as, (15), (19), (25), A, and (15), (21), B.

RULE 7.—The *Subsequent* of a Phrase is placed to the right of its Leader—attached ; as (20 and 21) to the right of (19)—(26) to the right of (25)—(16) of (15), A, and (22) of (21)—(16) of (15), B.

RULE 8.—If the Adjunct is a *Sentence*, it is attached by a line to the Word which the Adjunct Sentence limits ; as, the Adjunct Sentence within the dotted line (6), is attached by the line from (2) to (9), A, and (6 to 19 inclusive) is attached to (1), B.

RULE 9.—A *Logical Adjunct* is placed beneath the Word which it describes, but not attached. [See “Roderic,” page 41.]

RULE 10.—A *Conjunction* used to introduce a Sentence is placed above the Predicate of the Sentence which it introduces ; as, (*a*), used to introduce the Sentence (1, 2, 3), A, and (9), introducing the Adjunct Sentence (10, 11), A, and (*o*), introducing the Sentence (1, 2, 3), B.

RULE 11.—A *Conjunction* used to connect Words, Phrases, or Sentences, similar in construction, is placed between the Elements connected ; as, (10), connecting (11) to (7), B. [See also Diagram, page 43.]

RULE 12.—A *Relative Pronoun* or a *Possessive Adjective* used to introduce an Adjunct Sentence, is attached to the “antecedent” by a line; as (6) attached to (1) and (×) attached to (22), B.

CLASSIFICATION OF SENTENCES.

REMARK.—Sentences differ $\left\{ \begin{array}{l} \text{in their *Forms* and} \\ \text{in their *Uses*.} \end{array} \right.$

1. Some Sentences assert the *being, condition, or state* of a person or of a thing—or an act which does not pass over to an Object.
2. Others assert acts which terminate on Objects.
3. Some Sentences assert but one fact—others assert more than one.
4. Some assert an Independent or a Principal Proposition—others a secondary or qualifying proposition. Hence, by their *forms*,

Sentences are distinguished as,

Intransitive, Transitive, or Mixed.
Simple, Compound, or Complex.

By their *uses*, Sentences are distinguished as,

PRINCIPAL.....	$\left\{ \begin{array}{l} \text{Declarative,} \\ \text{Interrogative, or} \\ \text{Imperative.} \end{array} \right.$
OR	
AUXILIARY	$\left\{ \begin{array}{l} \text{Substantive,} \\ \text{Adjective, or} \\ \text{Adverbial.} \end{array} \right.$

DEF. 43.—An **Intransitive Sentence** is a Sentence that asserts *condition, being, or state*—or an *act* which does not terminate on an Object.

EXAMPLES.

1. William sleeps.
2. Errors abound.
3. Mary is cheerful.

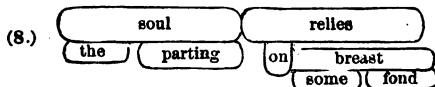
- (7.)

William

sleeps

4. God is love.
 5. Mountains are elevated.

6. "On some fond breast the parting soul relies."



OBS.—An Intransitive Sentence contains one or more Subjects and Predicates,—but no Object.

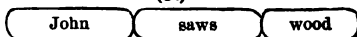
☞ Let each Pupil make an Intransitive Sentence.

DEF. 44.—A **Transitive Sentence** is a Sentence that asserts an *act* which terminates on an Object.

EXAMPLES.

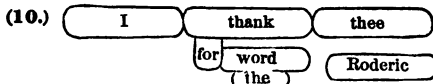
(9.)

1. John saws wood.



2. Industry promotes health and wealth.

3. "I thank thee, Roderick, for the word."



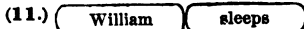
OBS.—A Transitive Sentence has at least one *Subject*, one *Predicate*, and one *Object*.

☞ Let each Pupil make a Transitive Sentence.

DEF. 45.—A **Simple Sentence** is a Sentence that asserts but one proposition.

EXAMPLES.

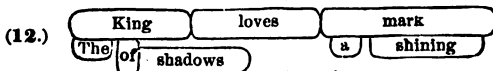
1. William sleeps.



2. Mary is cheerful.

3. Virtue secures happiness.

4. "The king of shadows loves a shining mark."



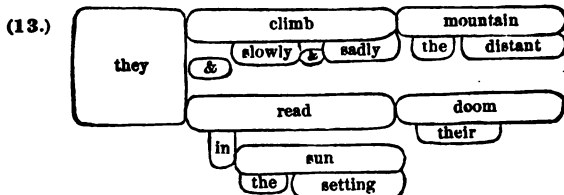
OBS.—A Simple Sentence can have but one *Subject*, one *Predicate*, and—when Transitive—one *Object*.

☞ Let each Pupil make a Simple Sentence.

DEF. 46.—A **Compound Sentence** is a Sentence that asserts more than one proposition.

EXAMPLES.

1. *Anna and Mary* study Latin.
2. Temperance *elevates and ennobles* man.
3. Robert studies *Grammar and Arithmetic*.
4. "Slowly and sadly they climb the distant mountain,
And read their doom in the setting sun."



OBS.—A Compound Sentence has more than one *Subject* or *Predicate* or *Object*.

DEF. 46 (b).—In a Compound Sentence, the Principal Elements which are compounded are called **Clauses**.

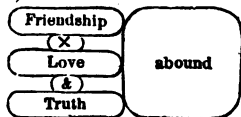
OBS.—The Compound Clauses may be—

- (14.)
- | | | | |
|-----------------------|-------------------------|----------------------------|---|
| Warner
&
Arthur | study | Grammar | 1. The <i>Subjects only</i> —Warner and Arthur study Grammar. |
| Warner | studies
&
recites | Grammar | 2. The <i>Predicates only</i> —Warner studies and recites Grammar. |
| Warner | studies | Grammar
&
Arithmetic | 3. The <i>Objects only</i> —Warner studies Grammar and Arithmetic. |
| Warner
&
Arthur | study
&
recite | Grammar | 4. The <i>Subjects and the Predicates</i> —Warner and Arthur study and recite Grammar. |
| Warner
&
Arthur | study | Grammar
&
Arithmetic | 5. The <i>Subjects and the Objects</i> —Warner and Arthur study Grammar and Arithmetic. |
| Warner | studies
&
recites | Grammar
&
Arithmetic | 6. The <i>Predicates and the Objects</i> —Warner studies and recites Grammar and Arithmetic. |
| Warner
&
Arthur | study
&
recite | Grammar
&
Arithmetic | 7. The <i>Subjects, the Predicates, and the Objects</i> —Warner and Arthur study and recite Grammar and Arithmetic. |

Obs.—A Compound Sentence may have more than two clauses.

EXAMPLES.

- (15.) 1. *Friendship, Love, and Truth* abound.



2. Oxygen, Carbon, Hydrogen, and Nitrogen constitute the chief elements of organized matter.

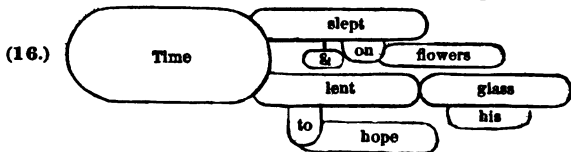
Let each Pupil make a Compound Sentence.

REM.—Sentences which have Compound Predicates, often have Objects applicable to only a part of them. Hence,

DEF. 50.—A **Compound Sentence**, having one or more Transitive, and one or more Intransitive Predicates, is called a **Mixed Sentence**.

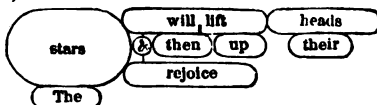
EXAMPLES.

1. "*Time* slept on flowers, and lent his glass to Hope."



REM.—"Slept" is Intransitive; "lent" is Transitive.

- (17.) 2. *The stars* will then lift up their heads and rejoice.



REM.—"Will lift" is Transitive; "rejoice" is Intransitive.

3. "*I* will never pant for public honors,
Nor disturb my quiet with the affairs of state."
4. "*Who* can observe the careful ant,
And not provide for future want?"

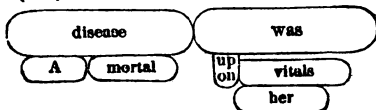
Let each Pupil make a Mixed Sentence.

DEF. 51.—A **Principal Sentence** asserts an independent or a principal proposition.

EXAMPLES.

1. A mortal DISEASE WAS upon her vitals.

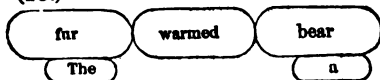
(18.)



A Principal Sentence,
Simple, Intransitive.

2. "The FUR WARMED a BEAR."

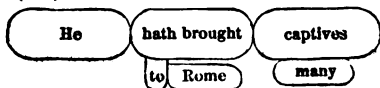
(19.)



A Principal Sentence,
Simple, Transitive.

3. "He hath brought many captives to Rome."

(20.)



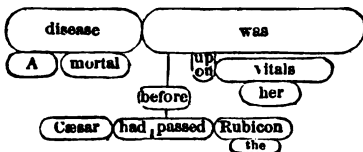
A Principal Sentence,
Simple, Transitive.

DEF. 52.—An **Auxiliary Sentence** is a Sentence that is used as an *Element* in the structure of another Sentence or of a phrase.

EXAMPLES.

1. "A mortal DISEASE WAS upon her vitals *before Caesar had passed the Rubicon.*"

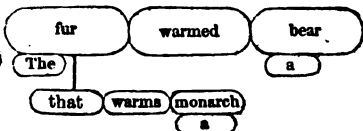
(21.)



"*Before Caesar had passed the Rubicon*" is an Auxiliary Sentence—*Adverbial*, because it modifies the verb "was."

2. "The fur that warms a monarch, warmed a bear."

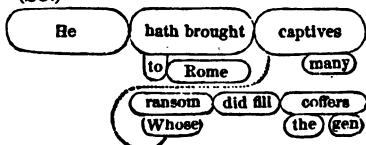
(22.)



"*That warms a monarch*" is an Auxiliary Sentence—*Adjective*, because it describes or limits the noun "fur."

3. hath brought many captives to Rome,
Whose ransom did the general coffers fill."

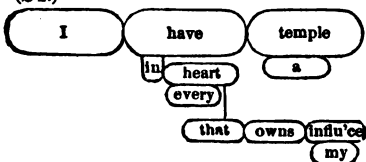
(23.)



"*Whose ransom did the general coffers fill,*" is an Auxiliary Sentence—*Adjective*, because it limits or designates the noun "captives."

4. "SWEET WAS the SOUND, *when oft, at evening's close,*
Up yonder hill the village murmur rose."
5. "The bounding STEED *you pompously bestride,*
SHARES with his lord the PLEASURE and the PRIDE."
6. "I have a temple in every heart *that owns my influence.*"
7. "To him *that wishes for me,* I AM always PRESENT."

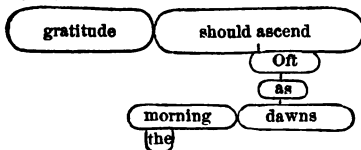
(24.)



"*That owns my influence,*" is an Auxiliary Sentence—*Adjective*, because it limits the noun "heart."

8. "Oft *as the morning dawns,* SHOULD GRATITUDE ASCEND."

(25.)



"Oft" is a Word Adjunct of SHOULD ASCEND.

"*As the morning dawns*" is an Auxiliary Sentence—*Adverbial*, because it modifies the Adverb "oft"—telling *how oft*.

9. "These lofty TREES WAVE not less proudly,
That their ancestors moulder beneath them."
10. "Soon *as the woods on shore look dim,*
WE'LL cheerfully SING our parting HYMN."

DEF. 53.—A Principal Sentence and its Auxiliary Sentences constitute a **Complex Sentence**. [See Examples above.]

☞ Let each Pupil make a Complex Sentence.

REM.—An Auxiliary Sentence is an Adjunct of a Word, a Phrase, or a Sentence going before in construction; or it is used as a substitute for a noun. Hence,

PRIN.—Auxiliary Sentences are distinguished as $\left\{ \begin{array}{l} \text{Substantive,} \\ \text{Adjective, and} \\ \text{Adverbial.} \end{array} \right.$

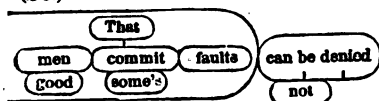
DEF. 54.—A **Substantive Sentence** is used as the *Subject* or the *Object* of a Sentence, or as the *Object* of a Phrase.

EXAMPLES.

(a) *Subject Sentence.*

1. "That good men sometimes commit faults, cannot be denied."

(26.)



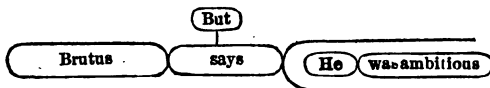
"That good men sometimes commit faults," is an Auxiliary Sentence—*Substantive*; because it is here used as the Sub-

ject of the Principal Sentence.

(b) *Object Sentence.*

2. "But Brutus says he was ambitious."

(27.)

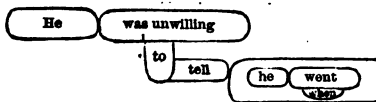


"He was ambitious," is an Auxiliary Sentence—*Substantive*, because it is the *Object* of the Principal Sentence.

(c) *Object of a Phrase.*

3. "He was unwilling to TELL when he went."

(28.)



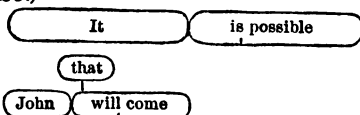
"When he went" is an Auxiliary Sentence—*Substantive*; because it is here used as the *Object* of the verb "tell."

OBS.—A Sentence is often a Logical Adjunct of some word in a Principal Sentence.

EXAMPLES.

1. "It is possible *that John will come.*"

(29.)



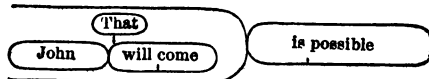
REM.—"That John will come," is a Sentence used to tell what we mean by the word "it." Hence the Sentence is,

logically, an Adjunct of that Word—being merely an *equivalent* or explanatory expression. (See p. 34, Obs. 3.)

REM. 2.—By omitting the word "It," the Auxiliary Sentence becomes grammatically the Subject in the Principal Sentence. Thus:

"That John will come, is possible."

(30.)

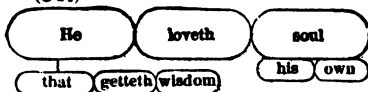


DEF. 55.—An **Adjective Sentence** is a Sentence that is used as an Adjunct of a Substantive.

EXAMPLES.

1. "He *that getteth wisdom* loveth his own soul."

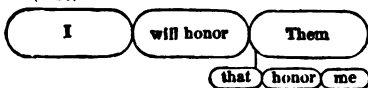
(31.)



"That getteth wisdom" is an Auxiliary Sentence, *Adjective*; because it is used as an Adjunct of the Pronoun "HE."

2. "THEM *that honor me*, I will honor."

(32.)



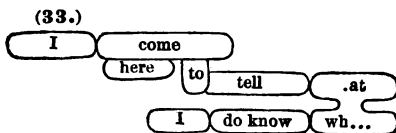
"That honor me," is an Auxiliary Sentence, *Adjective*; because it is used to limit or describe the Pronoun "THEM."

Let the Pupils analyze and place in diagram the following

ADDITIONAL ADJECTIVE SENTENCES.

3. "The bounding STEED *you pompously bestride* Shares with his lord the pleasure and the pride."
4. "That life is long *which answers life's great end.*"
5. "The man of wealth and pride, Takes up a space *that many poor supplied.*"

6. "Here I come to tell *what I do know*."



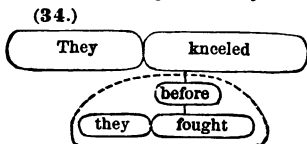
REM.—"What I do know" is the modified Object of "tell." "*Which I do know*" is an Auxiliary Sentence, *Adjective*; because it limits the Pronoun "that."

7. John is not willing to tell what he thinks.

DEF. 56.—An **Adverbial Sentence** is a Sentence that is used as an Adjunct of a *Verb*, a *Participle*, an *Adjective*, or another *Adverb*.

EXAMPLES.

1. "They kneeled *before they fought*."



"Before they fought" tells *when* they kneeled. It is an Auxiliary Sentence—*Adverbial*.

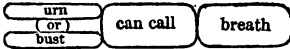
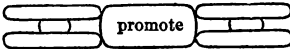
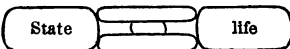
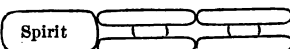
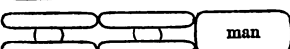
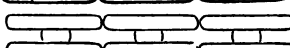
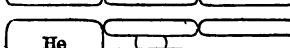
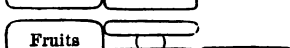
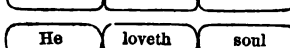
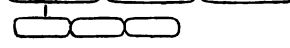
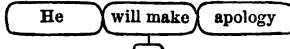

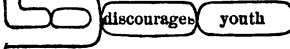
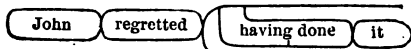
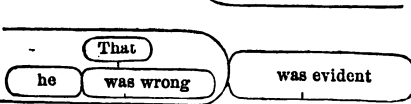

ADDITIONAL ADVERBIAL SENTENCES.

- "Where *Wealth and Freedom reign*, contentment falls."
- "How dear to my heart are the scenes of my childhood, *When fond Recollection presents them to view*."
- "These lofty trees wave not less proudly *That their Ancestors moulder beneath them*."

RECAPITULATION OF DIAGRAMS.

1. FOR SENTENCES.—PRINCIPAL ELEMENTS.

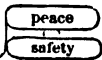

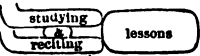


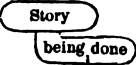
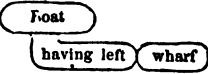

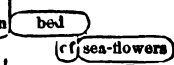

- (35.)
- | | | | | |
|---|------------------------|-----------------------|------------------------------------|--|
| A | John | plays | ...a Simple Sentence—Intransitive. | |
| B | Master | taught | school |a Simple Sentence—Transitive. |
| C | Lark | ascends
&
sings | | a Compound Sentence—Intransitive.
One Subject—two Predicates. |
| D | Wealth
&
Freedom | reign | | a Compound Sentence—Intransitive.
Two Subjects—one Predicate. |
| E | We | beheld | moon
&
stars | a Compound Sentence—Transitive.
Two Objects, |

- F  ..a Compound Sentence—Transitive.
Two Subjects.
- G  ..a Compound Sentence—Transitive.
Two Subjects—two Objects.
- H  ..a Compound Sentence—Transitive.
Two Predicates.
- I  ..a Compound Sentence—Transitive.
Two Predicates—two Objects.
- J  ..a Compound Sentence—Transitive.
Two Subjects—two Predicates.
- K  ..a Compound Sentence—Transitive.
Two Subjects, two Predicates, two
Objects.
- L a Compound Sentence—Mixed.
Two Predicates—one Object.
- M a Compound Sentence—Mixed.
Two Predicates—one Object.
- N the Principal Sentence.
Transitive—Simple.
- n Auxiliary Sentence—Adjective.
Transitive—Simple.
- O the Principal Sentence.
Transitive—Simple.
- o Auxiliary Sentence—Adverbial.
Transitive—Simple.
- P-p  ..a Sentence having a Phrase for its
Subject.
- Q  ..a Sentence having
a Phrase for its
Object.
- R  ..a Sentence having
a Sentence for its
Subject.
- S  ..a Sentence having
a Sentence for its
Object.

2. PHRASES.—PRINCIPAL ELEMENTS.

Leader—Subsequent.

T .....a Prepositional Phrase—Simple.
One Leader—one Subsequent.

- T 2 | In a Prepositional Phrase—Compound.
One Leader—two Subsequents.
- U a Participial Phrase—Simple, Transitive.
One Leader—one Subsequent.
- U 2  ..a Participial Phrase—Compound, Transitive.
Two Leaders—one Subsequent.
- V | To an Infinitive Phrase—Simple, Intransitive.
- V 2 | To an Infinitive Phrase—Transitive.
- X an Independent Phrase—Intransitive.
One Leader—one Adjunct. [See p. 25.]
- X 2 an Independent Phrase—Transitive.
[See p. 25.]
- Y | Of  ..a Prepositional Phrase having a Participial
Phrase as its Subsequent.
- Z | On  ..a Prepositional Phrase having another Pre-
positional Phrase as Adjunct of its Subse-
quent.
.....Principal Phrase Prepositional.
.....Auxiliary Phrase Prepositional.
- &  ..a Participial Phrase, having a Sentence for
its Subsequent.

REM.—1. The above Diagrams are adapted to the *Principal Elements* of a Sentence and of Phrases. In the exercises which follow, these Elements are variously modified by Adjunct Words, Phrases, and Sentences.

2. The whole Predicate—consisting of one, two, three, four, and sometimes five words, is placed in one Diagram—as exhibited on the following pages.

QUESTIONS FOR REVIEW.

PAGE

41. *Why* are Sentences classified?.....See Remark.
How are Sentences classified?.....See Principle.

PAGE

- What is an *Intransitive Sentence*?.....See Def. 45.
 May Intransitive Sentences be *either* Simple or
 Compound?.....See Obs.
 Make Intransitive Sentences.....*Simple*.
 Make " " *Compound*.
42. What is a *Transitive Sentence*?.....See Def. 46.
 Make Transitive Sentences.....*Simple*.
 Make " " *Compound*.
 What is a *Simple Sentence*?.....See Def. 47.
 Make Simple Sentences.....*Intransitive*.
 Make " " *Transitive*.
 What is a *Compound Sentence*?.....See Def. 48.
 Make Compound Sentences.....*Intransitive*.
 Make " " *Transitive*.
43. What are *Clauses* of a Sentence?.....See Def. 49.
 What Elements in a Sentence may be com-
 pounded?.....See Obs. (1-7).
 Make Sentences having Compound.....*Subjects*.
 Make " " " *Predicates*.
 Make " " " *Objects*.
44. How *numerous* may be the *Clauses* of a Sentence?
 What is a *Mixed Sentence*?.....See Def. 50.
 Make Mixed Sentences—1st Clause Transitive.
 Make " " 2d Clause Transitive.
 What is a *Principal Sentence*?.....See Def. 51.
45. What is an *Auxiliary Sentence*?.....See Def. 52.
46. What is a *Complex Sentence*?.....See Def. 53.
 Make Complex Sentences.
 What are the *offices* of Auxiliary Sentences?...See Rem.
 By their *offices*, how are Auxiliary Sentences *dis-*
 tinguished?.....See Prin.
47. What is a *Substantive Sentence*?.....See Def. 54.
 Make a Substantive Sentence that shall be
 the *Subject* of a Principal Sentence.
 Make a Substantive Sentence that shall be
 the *Object* of a Principal Sentence.
48. What is an *Adjective Sentence*?.....See Def. 55.
 Make Adjective Sentences.
49. What is an *Adverbial Sentence*?.....See Def. 56.
 Make Adverbial Sentences.

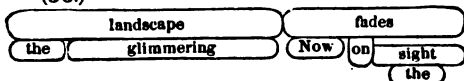
EXERCISES IN ANALYSIS.

REM.—1. In the following Exercises will be found Sentences of every grade—from the most simple to the most complex. The Teacher will find exercise for his judgment and discretion in assigning the Sentences to his Pupils (for analysis) according to their several capacities.

2. The Teacher will find it interesting and profitable to his Pupils, to assign to each at least one Sentence, to be placed in its appropriate Diagram—drawn on the blackboard *ex tempore*, or on paper by appointment at a previous recitation.

SIMPLE SENTENCES.—*Intransitive.*

1. "*Now fades the glimmering landscape on the sight.*"
(36.)



A Simple Sentence—Intransitive.....See Def.

ANALYSIS.


PRINCIPAL	{	The <i>Subject</i>	"Landscape."
ELEMENTS.		The <i>Predicate</i>	"Fades."

ADJUNCT ELEMENTS.	{	<i>Of the Subject,</i>	{	"The".....	a Word.
			{	"Glimmering" ..	a Word.
	{	<i>Of the Predi- cate,</i>	{	"Now".....	a Word.
			{	"On the sight"..	a Phrase.

REM.—Let the Pupils thus analyze and place in a *similar Diagram* the following

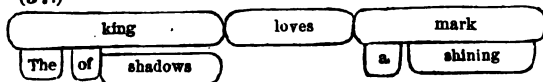
ADDITIONAL SENTENCES.

2. The studious *pupil* seldom *fails* in his recitation.
3. The arrogant *pedant* *was* quickly *banished* from the company.
4. Such bright *examples* seldom *fail*, ultimately, to please.
5. That bright *meteor* *flashed* brilliantly athwart the heavens.
6. The young *aspirant* never *succeeded* in his effort.
7. Our brightest *students* are also *foremost* in their sports.

 Let each Pupil make a Sentence adapted to the same Diagram.

SIMPLE SENTENCES.—*Transitive.*

1. "The king of shadows loves a shining mark."
(37.)



A Simple Sentence—Transitive.....See Def. 44.

ANALYSIS.

PRINCIPAL ELEMENTS.	{ The <i>Subject</i>" King."	
	{ The <i>Predicate</i>" Loves."	
	{ The <i>Object</i>" Mark."	
ADJUNCT ELEMENTS.	{ Of the <i>Subject</i> Of the <i>Predicate</i> , Of the <i>Object</i>	{ "The".....a Word.
		{ "Of shadows," a Phrase.
		{ "A".....a Word.
		{ "Shining"....a Word.

<i>Elements.</i>	<i>Office.</i>	<i>Class.</i>
The,	to tell <i>what</i> "king."	Adjunct of "king."
King,	to tell <i>who</i> "loves mark."	Subject of "loves."
Of shadows,	to tell <i>what</i> "king."	Adjunct of "king."
Loves,	to tell <i>what</i> the king does.	Predicate of "king."
A,	to tell <i>what</i> "mark."	Adjunct of "mark."
Shining,	to tell <i>what</i> "mark."	Adjunct of "mark."
Mark,	to tell <i>what</i> the king "loves."	Object of "loves."

OTHER EXAMPLES APPLICABLE TO THE SAME DIAGRAM.

- The *science* of geology *illustrates* many astonishing *facts*.
- A *love* for study *secures* our intellectual *improvement*.
- The *habit* of intemperance *produces* much lasting *misery*.
- A *desire* for improvement *should possess* all our *hearts*.
- The *use* of tobacco *degrades* many good *men*.
- A *house* on fire *presents* a melancholy *spectacle*.
- A *man* of refinement *will adopt* no disgusting *habits*.

Let each Pupil make a Sentence for the same Diagram.

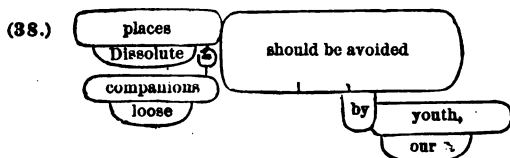
Let the Pupil read only the Principal Elements of the above Sentences. Thus,

"*Science illustrates facts,*"
"*Love secures improvement,*"

Then let him add the Adjunct to each word.

COMPOUND SENTENCES.—*Intransitive.*

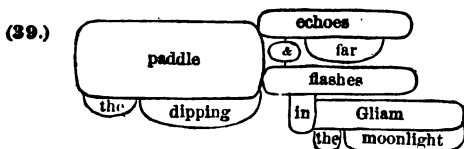
1. "*Dissolute places and loose companions should be avoided by the young.*"



ANALYSIS.

- PRINCIPAL ELEMENTS. { The 1st Subject..... "Places."
 The 2d Subject..... "Companions."
 The Predicate..... "Should be avoided."
- ADJUNCTS. { Of the 1st Subject.... "Dissolute."
 Of the 2d Subject.... "Loose."
 Of the Predicate "By the young."

2. The Teachers and the Pupils have been complimented by the Committee.
 3. His fortune and his talents should be devoted to that cause.
 4. "The dipping paddle echoes far,
 And flashes in the moonlight gleam."



ANALYSIS.

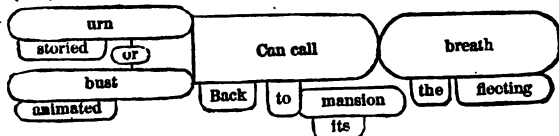
- PRINCIPAL ELEMENTS. { The Subject "Paddle."
 The 1st Predicate "Echoes."
 The 2d Predicate "Flashes."
- ADJUNCTS. { Of the Subject..... { "The"..... a Word.
 "Dipping" .. a Word.
 Of the 1st Predicate.. "Far"..... a Word.
 Of the 2d Predicate { "In the moonlight
 gleam"—a Phrase.

5. Our youngest Pupil studies well, and recites with his usual precision.

COMPOUND SENTENCES.—*Transitive.*

1. "Can storied urn or animated bust
Back to its mansion call the fleeting breath?"

(40.)



ANALYSIS.

PRINCIPAL ELEMENTS.	{	1st Subject	"Urn."
		2d Subject	"Bust."
		The Predicate	"Can call."
		The Object	"Breath."
ADJUNCT ELEMENTS.	{	Of the 1st Subject	"Storied."
		Of the 2d Subject	"Animated."
		Of the Predicate	"Back."
			"To its mansion."
		Of the Object	"The."
			"Fleeting."

ADDITIONAL SENTENCES, *adapted to the same Diagram.*

- What boy or what girl can not place the next Sentence in this Diagram?
- Never, since the Creation, has the eye or the heart hailed such beautiful forms.
- The mother and the daughter quickly drove the daring burglar from the house.

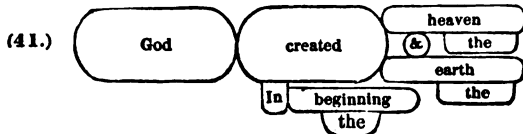
☞ Let the Pupils make other Sentences for the same Diagram.

ADDITIONAL SENTENCES,

In which the PRINCIPAL ELEMENTS are similar.

- "Hill and valley echo back their songs."
- "Then Strife and Faction rule the day."
- "And Pride and Avarice throng the way."
- Loose Revelry and Riot bold,
In freighted streets their orgies hold."
- "Illuminated reason and regulated liberty shall once more exhibit
man in the image of his Maker."
- "The hunter's trail and the dark encampments startled the wild
beasts from their lairs."

1. "In the beginning, God created the heaven and the earth."



ANALYSIS.

PRINCIPAL ELEMENTS.	{ The <i>Subject</i> "God."	
	{ The <i>Predicate</i> "Created."	
	{ The <i>Objects</i> { "Heaven" and "Earth."	
ADJUNCT ELEMENTS.	{ Of the <i>Subject</i> _____	
	{ Of the <i>Predicate</i> "In the beginning."	
	{ Of the 1st <i>Object</i> "The."	
	{ Of the 2d <i>Object</i> "The."	

CONSTRUCTION.

<i>Elements.</i>	<i>Office.</i>	<i>Class.</i>
"In the beginning,"	{ tells <i>when</i> God "created."	Adjunct of "created."
"God,"	{ tells <i>who</i> "created heaven and earth."	Subject of "created."
"Created,"	tells <i>what</i> "God" did.	Predicate of "God."
"The,"	tells <i>what</i> "heaven."	Adjunct of "heaven."
"Heaven,"	tells <i>what</i> "God created."	Object of "created."
"And,"	joins "heaven and earth."	Conjunction.
"The,"	tells <i>what</i> "earth."	Adjunct of "earth."
"Earth,"	tells <i>what</i> "God created."	Object of "created."

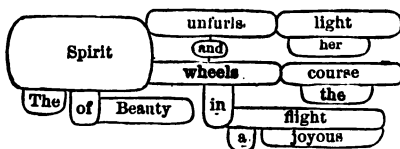
ADDITIONAL SENTENCES, for the same Diagram.

- William loves his study and his play with equal attachment.
- God, in the creation, has displayed his wisdom and his power.
- Men gather the tares and the wheat with equal care.
- We, at all times, seek our honor and our happiness.
- Students require of the teacher much instruction and some patience.
- He educated his daughter and his son at great expense.

Let the Pupils make other Sentences for the same Diagram.

1. "The spirit of beauty unfurls her light,
And wheels her course in a joyous flight."

(42.)



ANALYSIS.

PRINCIPAL ELEMENTS.	{	The Subject.....	"Spirit"
		The Predicates.....	{ "Unfurls" [and] "Wheels."
		The Objects.....	{ "Light" [and] "Course."
ADJUNCTS.	{	Of the Subject.....	{ "The".....a Word. "Of beauty".....a Phrase.
		Of the 1st Predicate..
		Of the 2d Predicate..	"In a joyous flight"...a Phrase.
		Of the 1st Object.....	"Her".....a Word.
		Of the 2d Object.....	"Her".....a Word.

ADDITIONAL SENTENCES, for the same Diagram.

- The teacher of grammar examined her class, and presented the medal to the best scholar.
- The queen of night unveiled her face,
And silvered the heavens with her mild beams.
- The king of day dispelled those beams,
And lighted the earth with his golden rays.

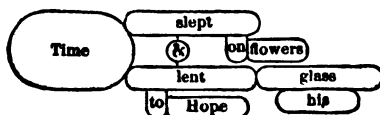
☞ Let each Pupil make a Sentence for the same Diagram.

ADDITIONAL SENTENCES—The Adjuncts vary.

- "With louder plaints the mother spake her woes,
And blessed the cot where every pleasure rose."
- "Slowly and sadly they climb the distant mountain, and read their doom in the setting sun."
- "An aversion to effort paralyzes every noble desire, and defeats every attempt at advancement."
- "Secrecy keeps the key of prudence, and unlocks the sanctuary of wisdom."
- "Two hundred years have changed the character of a great continent, and blotted forever from its face a whole peculiar people."

COMPOUND SENTENCES—Mixed.

1. "Time slept on flowers and lent his glass to hope."



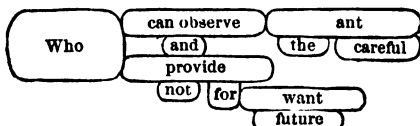
ANALYSIS.

PRINCIPAL ELEMENTS.	{	The Subject.....	"Time."
		The Predicates... {	"Slept".. Intransitive.
			and
ADJUNCT ELEMENTS.	{	The Object.....	"Glass."
		Of the Subject.....	—
		Of the 1st Predicate.	"On flowers". a Phrase.
		Of the 2d Predicate.	"To hope"... a Phrase.
		Of the Object.....	"His"..... a Word.

ADDITIONAL SENTENCES—adapted to the same Diagram.

2. *We sigh for change, and spend our lives for naught.*
3. *William goes to school, and pursues his study with zeal.*
4. *James stays at home, and spends his time at play.*
5. *We shall pass from earth, and yield our homes to others.*
6. *Fruits ripen in Autumn, and yield us rich repasts.*

"Who can observe the careful ant
And not provide for future want?"



ANOTHER METHOD OF ANALYSIS.

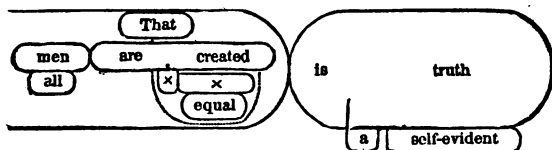
The Subject.	The Predicates.	The Object.
Who {	can observe	Ant,
	and	the, careful
	provide	
	not, for want	
	future	

Let each Pupil make a Sentence adapted to the same Diagrams.

COMPLEX SENTENCES.

The Auxiliary Sentence—SUBSTANTIVE.

1. "That all men are created equal, is a self-evident truth."



ANALYSIS.

PRINCIPAL ELEMENTS.	{	The <i>Subject</i> ..	{	"That all men are created equal"....	}	a Sentence.
ADJUNCT ELEMENTS.	{	The <i>Predicate</i> ..	{	"Is "Truth"	}	a Verb and a Noun.
	{	Of the <i>Subject</i>				
	{	Of the <i>Predicate</i>				
						"A."
						"Self-evident."

ANALYSIS OF THE AUXILIARY SENTENCE.

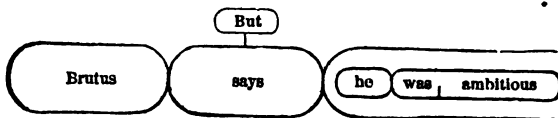
PRINCIPAL ELEMENTS.	{	The <i>Subject</i>	"Men."
ADJUNCT ELEMENTS.	{	The <i>Predicate</i>	"Are created."
	{	Of the <i>Predicate</i> ...	"All".... a Word.
	{	Of the <i>Subject</i>	[with] "equal" [rights].

ADDITIONAL SENTENCES, adapted to the same Diagram.

2. That those boys were capable of such deception, was not fully believed.
3. That our pupils are addicted to such habits, is a lamentable truth.
4. That long lessons are agreeable to this class, is not very obvious.
5. That our teacher is master of his profession, is always fully acknowledged.
6. That such tasks should be imposed on small scholars, is an unusual thing.

✎ Let each Pupil make a Sentence adapted to the same Diagram.

2. "But Brutus says he was ambitious."



ANALYSIS.

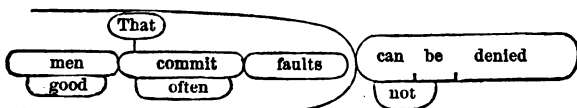
PRINCIPAL ELEMENTS.

{	The <i>Subject</i>	"Brutus"	a Word.
	The <i>Predicate</i> ..	"says".....	a Word.
	The <i>Object</i> ...	{ "He was am- bitious".. }	a Sentence.

ADJUNCT ELEMENTS.—None.

 Let each Pupil make and analyze a Sentence adapted to the same Diagram.

1. "That good men often commit faults, can not be denied."



ANALYSIS.

PRINCIPAL { The *Subject*... { "That good men of- } a Sentence.
ELEMENTS. { The *Predicate*... Can not be denied. { ten commit faults".. }

ADJUNCTS. { *Of the Subject*.....“Not any.”
 { *Of the Predicate*.....“Not.”

ADDITIONAL COMPLEX SENTENCES.

Sentence Subjects.

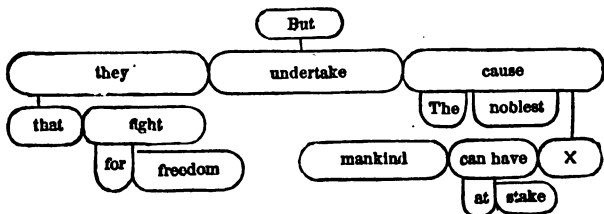
2. "*I can not*, has never accomplished any thing."
3. "*I will try*, has done wonders."
4. "That we may be in error is quite possible."

Sentence *Objects*.

5. " 'Will you walk into my parlor?' said a spider to a fly."
6. "He knew not that the chieftain lay unconscious of his son."
7. "Then Agrippa said unto Paul, 'Almost thou persuadest me to be a Christian.'"
8. "A celebrated writer says, 'Take care of the minutes, and the hours will take care of themselves.'"

The Auxiliary Sentences—ADJECTIVE.

- i. "But they that fight for freedom undertake
The noblest cause mankind can have at stake."



A COMPLEX SENTENCE.

ANALYSIS of the PRINCIPAL SENTENCE.

PRINCIPAL ELEMENTS.	{ The <i>Subject</i> "They"..... }		Simple Transitive.	
	{ The <i>Predicate</i> .. "Undertake". }			
	{ The <i>Object</i> "Cause"..... }			
ADJUNCT ELEMENTS.	{ Of the <i>Subject</i> .. { "That fight for freedom" } }		a Sentence.	
	{ Of the <i>Predicate</i> .. _____ }			
	{ Of the <i>Object</i> .. }	{ "The".....a Word.		a Sentence.
		{ "Noblest".....a Word.		
		{ "[That] man- kind can have at stake"..... }		

ANALYSIS of the FIRST AUXILIARY SENTENCE.

PRINCIPAL ELEMENTS.	{ The <i>Subject</i> "That."		
	{ The <i>Predicate</i> "Fight."		
ADJUNCT ELEMENTS.	{ Of the <i>Subject</i> ——— }		
	{ Of the <i>Predicate</i> .. "For freedom". a Phrase.		

ANALYSIS of the SECOND AUXILIARY SENTENCE.

PRINCIPAL ELEMENTS.	{ The <i>Subject</i> "Mankind."		
	{ The <i>Predicate</i> "Can have."		
	{ The <i>Object</i> "[That] understood."		
ADJUNCT ELEMENTS.	{ Of the <i>Subject</i> ——— }		
	{ Of the <i>Predicate</i> .. "At stake".... a Phrase.		
	{ Of the <i>Object</i> ——— }		

Thus analyze and place in the same Diagram the following

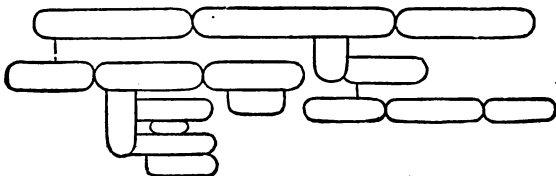
ADDITIONAL SENTENCES.

2. And students who love to study merit the highest honors which teachers can give them.
3. And actions which were founded in justice, produced the good results which we had in view.
4. "But such as seek for truth shall find the richest boon which God to man can give."
5. "And I who bleed for thee,
Shall claim the brightest gift
Which thou canst yield to me."
6. But he who wins at last,
Shall love the very toils
Which fortune round him cast.

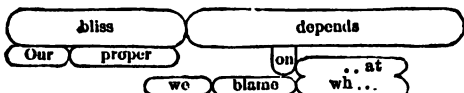
☞ Let each Pupil make a Sentence adapted to the same Diagram.

"He that by usury and unjust gain increaseth his substance, shall gather it for him that will pity the poor."

☞ Let the Pupil place this Sentence in the subjoined Diagram.



"Our proper bliss depends on what we blame."



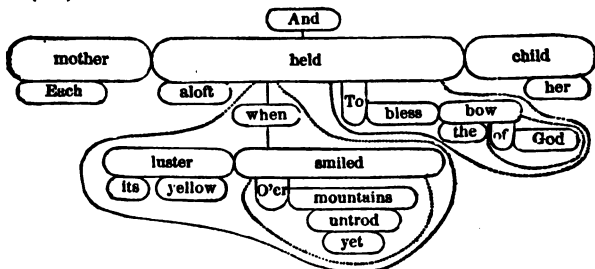
A COMPLEX SENTENCE.—THE AUXILIARY QUALIFIES A PHRASE.

Elements.	Offices.
"Our,".....	Adjunct of "bliss."
"Proper,".....	Adjunct of "bliss."
"Bliss,".....	Subject of "depends."
"Depends,".....	Predicate of "bliss."
"On what we blame,".....	Adjunct of "depends."
"What," { [That].....	Object of "on."
{ [Which].....	Object of "blame."
"We,".....	Subject of "blame."
"Blame,".....	Predicate of "we."

AUXILIARY SENTENCES—ADVERBIAL.

1. "And when its yellow luster smiled
O'er mountains yet untrod,
Each mother held aloft her child,
To bless the bow of God."

(49.)



ANALYSIS of the PRINCIPAL SENTENCE.

FIRST MODEL.

PRINCIPAL ELEMENTS. { The *Subject* "Mother" . . } Simple
 { The *Predicate* . . . "Held" . . . } Transitive.
 { The *Object* "Child" . . }

ADJUNCT ELEMENTS. { Of the *Subject* . . "Each" a Word.
 { "Aloft" a Word.
 { "When its yellow luster smiled o'er mountains yet untrod" a Sentence (Adverbial).
 { "To bless the bow of God" a Phrase.
 { Of the *Object* . . . "Her" a Word.

SECOND MODEL.

Elements.

Offices.

"And" Introduces the *Principal Sentence*.
 "When its yellow luster smiled
O'er mountains yet untrod" } Adjunct of "held."
 "Each" Adjunct of "mother."
 "Mother" Subject of "held."

- ### ANALYSIS of the AUXILIARY SENTENCE.

- ### ANALYSIS *of the* ADJUNCT PHRASES.

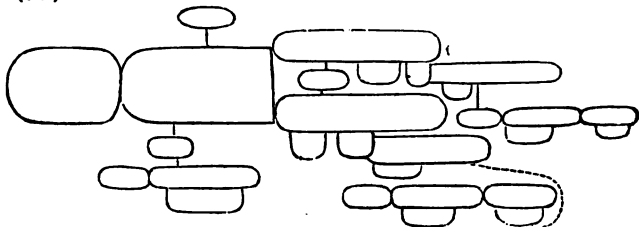
-  Thus analyze the following **ADDITIONAL EXAMPLES**.

- Digitized by Google

EXAMPLES

Of SUBSTANTIVE, ADJECTIVE, and ADVERBIAL SENTENCES.

(50.)



☞ Let the Pupil name the Sentence below adapted to this Diagram, and place it in an exact copy, written on the blackboard.

1. "If you would know the deeds of him who chews,
Enter the house of God, and see the pews."
2. "The man that dares traduce because he can
With safety to himself, is not a man."
3. "And, as I passed by, I heard the complaints of the laborers who had
reaped down his fields, and the cries of the poor whose covering he
had taken away."
4. "The time must come when all will have been said that can be said to
exalt the character of any individual of our race."
5. "Mysterious are his ways, whose power
Brings forth that unexpected hour,
When minds that never met before,
Shall meet, unite, and part no more."
6. "My heart is awed within me when I think
Of the great miracle that still goes on
In silence round me."
7. "When we consider carefully what appeals to our minds, and exercise
upon it our own reason—taking into respectful consideration what
others say upon it—and then come to a conclusion of our own, we
act as intelligent beings."
8. "Before we passionately desire what another enjoys, we should examine
into the happiness of its possessor."
9. "With what loud applause didst thou beat heaven with blessing Boling-
broke, before he was what thou wouldst have him be?"

☞ Teachers and Pupils will find additional Sentences for Exercises in Analysis in the APPENDIX.

PART II.

ETYMOLOGY.

REMARK 1.—In PART I. we have considered—

1. The *Structure* of Sentences and of Phrases;
2. The *Elements* which compose a Sentence or a Phrase;
3. The *Classification* of Sentences and of Phrases;
4. The *Analysis* of Sentences—*Proximate* and *Ultimate*.

REM. 2.—In our progress through PART I. we have seen—

1. That the *Proximate Analysis* of a Sentence consists in resolving it into its *immediate Constituent Elements*, and that these may be *Words*, *Phrases*, or *Auxiliary Sentences*.
2. That the *Ultimate Analysis* of a Sentence consists in reducing its Proximate Elements to the *WORDS* which compose them.

REM. 3.—We have next to consider the history of *WORDS*—considered as ultimate Elements of Sentences—including,

- | | | |
|----------------------------------|--|--------------------------------|
| 1. <i>Their Formation</i> , | | 3. <i>Their Modification</i> , |
| 2. <i>Their Classification</i> , | | 4. <i>Their Relation</i> , and |
| 5. <i>Their Collocation</i> . | | |

PRINCIPLE.—The <i>Science of Language</i> embraces.....	{	<i>Orthoepy</i> , <i>Orthography</i> ,* <i>Etymology</i> , <i>Syntax</i> , and <i>Prosody</i> .
---	---	---

DEF. 57.—**Orthoepy** treats of the *Sounds* of letters and of Words.

* It accords best with our plan, first to discuss the *Classes*, the *Modifications*, and the *Relations* of Words, before analyzing the Words and examining their Elements. Hence Orthography is placed in the Appendix.

DEF. 58.—**Orthography** treats of the *Structure and Form* of Words.

DEF. 59.—**Etymology** treats of the *Classification and Modification* of Words.

DEF. 60.—**Syntax** treats of the *Relation* and mutual *Dependence* of Words.

DEF. 61.—**Prosody** treats of the *Arrangement* and *Utterance* of Words.

CLASSIFICATION AND MODIFICATION OF WORDS.

Words are distinguished : $\left\{ \begin{array}{l} \text{by their } \textit{Forms} \text{ and} \\ \text{by their } \textit{Uses}. \end{array} \right.$

1. THE FORMS OF WORDS.

PRIN.—By their *forms*, Words are distinguished as,

Radical or *Derivative*,
Simple or *Compound*.

DEF. 62.—A **Radical Word** is a Word that does not derive its original from another Word in the same language.

EXAMPLES.—Sun—cloud—rose—friend—chief—swift—just—sell.

DEF. 63.—A **Derivative Word** is a Word derived from a Radical, by prefixing or adding one or more letters to it.

EXAMPLES.—Sunny—swiftly—cloudy—sinful—selling—unconscious—roseate—friendly—justify—chieftain.

OBS.—A Word that is Radical in the English language, may be a Derivative in the language from which it comes.

EXAMPLES.—Conscience—optics—algebra—philosophy—signify.

DEF. 64.—A **Simple Word** is a Word that is used separately from another Word.

EXAMPLES.—Have—brightly—freedom—parlor—music—study—times—patience—loved—cottage—peace—cold.

DEF. 65.—A **Compound Word** is a Word that is made of two or more Words combined.

EXAMPLES.—Star—light—household—words—rose—bud—steam—engine—pencil—
case—nevertheless—moonbeam—rail—road.

Obs.—The parts of a Compound Word are printed as one Word without space between them, or they are joined by a short horizontal line (-) called a hyphen.

EXAMPLES (*without the hyphen*).—Overlay—underwrite—withstand—sometimes—nevertheless.

“ (with the hyphen).—Hour-glass—warm-hearted—ink-stand—pen-holder.

PRIN.—The *Parts* of a Compound { the ***Basis*** and
Word are..... { the ***Adjunct***.

DEF. 66.—The **Basis** of a Compound Word is the Principal Element in the Word.

EXAMPLES.—*Race-horse—horse-race—hour-glass—sergeant-at-arms—father-in-law—aid-de-camp.*

DEF. 67.—The **Adjunct** of a Compound Word is the part that *limits* or *modifies* the Basis.

EXAMPLES.—*Race-horse—horse-race—hour-glass—jack-o'-lantern—father-in-law—aid-de-camp.*

Obs. 1.—The Adjunct of a Word may be one *Word* or a *Phrase*.

EXAMPLES.—One Word.—*Man-stealer—race-horse—book-maker.*

A Phrase.—Father-in-law—aid-de-camp—will-o'-the-wisp.

OBS. 2.—*Derivative* and *Compound Words* have this distinction, viz. :

Compound Words consist of two or more complete Words ; whereas, *Derivative Words* consist of one Word with Letters or Particles prefixed or attached.

[illegible]

DEF. 68.—A **Prefix** is one or more letters placed before a Radical, to form a Derivative Word.

EXAMPLES.—*Reform—degrade—overlook—undertake—involve—elect—absolve—perfect.*

DEF. 69.—A **Suffix** is one or more letters added to a Word, to make it Derivative.

EXAMPLES.—Forming—graded—homely—goodness.

REM.—Words may have more than one Prefix or Suffix. Hence,

PRIN.—Prefixes and Suffixes are dis- { *Simple* or
tinguished as..... { *Compound*.

EXAMPLES OF SIMPLE

<i>Prefixes.</i>		<i>Suffixes.</i>	
<i>Ab</i> solve,	<i>Com</i> pose,	Form <i>ing</i> ,	Tak <i>en</i> ,
<i>Dis</i> solve,	<i>De</i> pose,	Form <i>ation</i> ,	Verb <i>ose</i> ,
<i>Re</i> solve,	<i>Re</i> pose,	Danger <i>ous</i> ,	Rude <i>ly</i> ,
<i>De</i> form,	<i>Be</i> take,	Coin <i>age</i> ,	Hope <i>ful</i> ,
In form,	Over take.	Good <i>ness</i> ,	Con sular,
Uni form.	Under take.	Bigot <i>ry</i> ,	Lamb kin.

COMPOUND

<i>Prefixes.</i>	<i>Suffixes.</i>
<i>Re</i> con struct,	Lone <i>li</i> ness,
Mis con ceive,	Might <i>i</i> ly,
In co herent,	Fear less ness,
Un pre tending,	Right ful ly,
Ir re vocable,	Form a tion,
Im per forated.	Modi fi cation.

Prefixes and Suffixes.

<i>Re</i> duc <i>ing</i> ,	<i>Ab</i> negat <i>ion</i> ,
<i>Dis</i> solv <i>ed</i> ,	Con fine <i>ment</i> ,
Con form able,	Sub stan tial,
Re con cil i a tion,	Un con dition ally,
Tran sub stan ti a tion,	Non con form ist,
In dis sol u ble,	Con form abil ity.

PRIN.—The *Radicals* of Derivative { *Separable* or
Words are..... { *Inseparable*.

DEF. 70.—A **Separable Radical** constitutes a perfect Word, without its Prefixes or Suffixes.

EXAMPLES.

<i>Radical.</i>	<i>Derivative.</i>	<i>Radical.</i>	<i>Derivative.</i>
Form....	<div> <div>Con form,</div> <div>De form,</div> <div>In form,</div> <div>Per form,</div> <div>Re form.</div> </div>	Join....	<div> <div>Ad join,</div> <div>Con join,</div> <div>Dis join,</div> <div>En join,</div> <div>Re join.</div> </div>

DEF. 71.—An **Inseparable Radical** is not used as a distinct Word in the language, without the aid of its Prefixes or Suffixes.

EXAMPLES.

<i>Radical.</i>	<i>Derivative.</i>	<i>Radical.</i>	<i>Derivative.</i>
Lect....	<div> <div>Col lect,</div> <div>E lect,</div> <div>Se lect,</div> <div>De lect able,</div> <div>Re col lect,</div> <div>Re col lect ion,</div> <div>Un se lect ed.</div> </div>	Vert....	<div> <div>A vert,</div> <div>Ad vert,</div> <div>Con vert,</div> <div>Di vert,</div> <div>E vert ion,</div> <div>In vers ion,</div> <div>Uni vers al.</div> </div>

OBS.—The *office* of *Prefixes* is to modify the *signification* of the Radical—that of *Suffixes*, to determine the “part of speech.”

NOTE.—For an extended list of Prefixes and Suffixes, see “*Derivation of Words*” in SANDERS’ ANALYSIS OF WORDS.

EXERCISES.

Let the Pupil tell which of the following Words are *Simple*, which are *Compound*, which are *Primitive*, and which are *Derivative*.

Ardent,	Ardently,	Jack-o’-lantern,
Beauty,	Beautiful,	World-renowned,
Courage,	Courageous,	Race-horse,
Duty,	Dutiful,	Horse-race,
Eager,	Eagerness,	Life-giving,
Fair,	Unfairness,	Fair-haired youth,
Good,	Goodly,	Conformable.

“How dear to my heart are the scenes of my childhood,
When fond Recollection presents them to view,—
The orchard, the meadow, the deep-tangled wildwood,
And every loved spot that my infancy knew !”

Let the Pupil analyze the Derivative and the Compound Words according to the following

MODEL.

1. "Conformable"..... a *Derivative* Word.

ANALYSIS.

The *Prefix*....."con,"
 The *Radical* "form,"
 The *Suffix* "able."

2. "Race-horse"..... a *Compound* Word.

ANALYSIS.

The *Basis*....."horse."
 The *Adjunct* "race."

3. "Horse-race"..... a *Compound* Word.

ANALYSIS.

The *Basis*....."race."
 The *Adjunct* "horse."

QUESTIONS FOR REVIEW.

PAGE

67. What are the subjects discussed in Part II.? See Remark.
 What is **Proximate Analysis** of Sentences?..... See Rem. 2.
 What is **Ultimate Analysis** of Sentences?..... " "
 The Science of Language embraces what parts?.. See Prin.
 What is **Orthoepy**? See Def. 57.
 68. What is **Orthography**?..... See Def. 58.
 What is **Etymology**? See Def. 59.
 What is **Syntax**? See Def. 60.
 What is **Prosody**? See Def. 61.
 Words are distinguished by what different bases? See Prin.
 By their *forms*, how are Words distinguished?... "
 What is a **Radical Word**? Give Examples..... See Def. 62.
 What is a **Derivative Word**? Give Examples.. See Def. 63.
 What is a **Simple Word**? Give Examples See Def. 64.
 69. What is a **Compound Word**? Give Examples.. See Def. 65.
 What are the different Parts of a Compound Word? See Prin.
 What is the **Basis** of a Compound Word?..... See Def. 66.

PAGE

- What is the **Adjunct** of a Compound Word? See Def. 67.
 The Adjunct Element of a Compound Word may
 consist of what? See Obs. 1.
69. How are Compound distinguished from Derivative
 Words? See Obs. 2.
 Make a Compound Word;—a Derivative Word.
 What distinct Elements may be in a Derivative Word?
 What is a **Prefix**? Give Examples See Def. 68.
70. What is a **Suffix**? Give Examples See Def. 69.
 How many sorts of Prefixes? Of Suffixes? See Prin.
 What distinctions of Radicals in Derivative Words? Prin.
 What is a **Separable Radical**? Give Examples.. See Def. 70.
71. What is an **Inseparable Radical**? Give Examples. Def. 71.

II. THE USES OF WORDS.

PRIN.—By their *uses*, Words are distinguished as

- | | | |
|-----------------------------|---|----------------------------------|
| 1. Nouns, | } | Principal Elements in Sentences. |
| 2. Pronouns, | | |
| 3. Verbs, | | |
| 4. Adjectives, | } | Adjunct Elements. |
| 5. Adverbs, | | |
| 6. Prepositions, | } | Attendant Elements. |
| 7. Conjunctions, | | |
| 8. Exclamations, | | |
| 9. Words of Euphony, | | |

OBS.—These nine classes of words are called “the Parts of Speech;” for in these classes are included all the words of the English language.

DEF. 72.—A **Noun** is a Word used as the *Name* of a being, of a place, or of a thing.

EXAMPLES.—“The *king* of shadows loves a shining mark.”

OBS. 1.—Nouns are names of

1. Material things, as—*Man—book—house—apples.*
2. Ideas or things not material, as—*Mind—hope—desire—aversion—remorse—joy—imagination—veracity.*

OBS. 2.—Let the Pupil be careful here to distinguish a *name* from

the *thing* named; and remember that the *name* is the *Noun*. Thus, a *house* is a *thing*—the *name* of that thing is a *Noun*.

Obs. 3.—The term **Substantive** is used in grammar to indicate a Noun, a Pronoun, or a Phrase or a Sentence having the Syntax of a Noun.

CLASSIFICATION OF NOUNS.

REM.—Some Nouns are appropriated to individual persons or places, or to things personified; others are general in their application, being used to designate classes or sorts. Hence,

PRIN.—Nouns are distinguished as $\left\{ \begin{array}{l} \textit{Proper} \text{ and} \\ \textit{Common}. \end{array} \right.$

DEF. 73.—A **Proper Noun** is a name appropriated to an individual person or place, or to a thing personified.

EXAMPLES.—*William—Boston—Hudson—Oregon.*

“And old *Experience* learns too late
That all is vanity below.”

DEF. 74.—A **Common Noun** is a name used to designate one or more of a *class* or *sort* of beings or things.

EXAMPLES.—*Man—book—conscience—feeling—landscape.*

“Now fades the glimmering *landscape* on the *sight*.”

REM.—Some Common Nouns are the names of *qualities*.

DEF. 75.—An **Abstract Noun** is the name of a *quality* of a thing, and not of the substance.

EXAMPLES.—*Goodness—meekness—impracticability.*

DEF. 76.—A **Collective Noun** is a Noun that in its Singular form indicates more than one.

EXAMPLES.—*Committee—assembly—army—tribe—clan—multitude.*

“The village master taught his little *school*.”

DEF. 77.—A **Verbal Noun** is a Noun derived from a Verb; being in *form* a Participle—in *office*, a Substantive.

EXAMPLES.—*Beginning—gatherings—spelling—joining.*

“In the *beginning*, God created the heaven and the earth.”

OBS. 1.—The Classification of Nouns as *Common* and *Proper*, is one rather of curiosity than of practical utility in the Science of Language. In writing or printing such Nouns we begin with a Capital Letter.

OBS. 2.—A Word is known to be a Noun,

- 1st. By its being a *Name*.
- 2d. By its performing a *Substantive office*.

OBS. 3.—A *Substantive* may be,

1. The *Subject* of a Sentence.
2. The *Object* of a Sentence or of a Phrase.
3. A Name or an Equivalent, *independent* in construction.

But,

OBS. 4.—A *Substantive office* may be performed by *Words*, by *Phrases*, and by *Sentences*.

EXAMPLES.

1. By *Words*, NOUNS.—1. *Paul* the *Apostle* wrote an *Epistle* to *Timothy*.
PRONOUNS.—2. Was *it* *you* that introduced *me* to *him*?
2. By *Phrases*.—3. “*Taking a madman’s sword*, to prevent *his doing mischief*, can not be regarded as *robbing him*.”
3. By *Sentences*.—4. “*That all men are created equal*, is a self-evident truth.”
5. “*But Brutus says, he was ambitious*.”

Hence,

OBS. 5.—A *Noun* is generally *Substantive*. But a Word commonly used as a Noun may become,

1. An Adjective ; as, An *iron* fence—*gold* leaf.
2. An Adverb ; as, Willie is coming *home*.
3. A Verb ; as, “*But if you mouth it*.”

OBS. 6.—A *Substantive office* is sometimes performed by words commonly used—

- (a.) As *Adjectives*.—1. “*The good alone are great*.”
2. “*Nor grudge I thee the much the Grecians give,*
Nor, murm’ring, take the little I receive.”—*Dryden*.
- (b.) As *Adverbs*.—3. “*’Tis Heaven itself that points out an hereafter*.”—*Adison*.
- (c.) As *Conjunctions*.—4. “*Your if is the only peace-maker ; much virtue is in it*.”—*Shakspeare*.
- (d.) As an *Exclamation*.—5. “*With hark ! and whoop ! and wild halloo !*”—*Scott*.

MODIFICATION OF NOUNS.

REM.—Some Nouns and Pronouns, by their form, by their position in a Sentence, or by their obvious uses, indicate—

1. The *sex*—as male or female, or neither.
2. The *speaker*, the being *addressed*, or the being or thing *spoken of*.
3. The *number* of beings or things—as one or more.
4. The *condition*, with regard to other Words in the Sentence, as,
 - (1.) The *Subject* of a Sentence.
 - (2.) The *Object* of a Sentence or of a Phrase.
 - (3.) *Independent* in construction. Hence,

Most Nouns are modified by { *Gender,*
 Person,
 Number, and
 Case.

GENDER.

DEF. 78.—**Gender** is the modification of such Nouns and Pronouns as, by their form, distinguish the sex.

DEF. 79.—Nouns and Pronouns that indicate *Males* are of the **Masculine Gender**.

EXAMPLES.—Man—lion—ox—David—John—Cornelius.

DEF. 80.—Nouns and Pronouns indicating *Females* are of the **Feminine Gender**.

EXAMPLES.—Woman—lioness—cow—Dollie—Jane—Cornelia.

DEF. 81.—Nouns and Pronouns that indicate neither Males nor Females, are said to be of the **Neuter Gender**.

EXAMPLES.—Book—pen—table—star—planet.

OBS. 1.—The term *Neuter-Gender* applies only to such Nouns and Pronouns as do not denote a male or a female.

OBS. 2.—Young animals and infants are often represented by Pronouns of the Neuter Gender; as, “Mary’s kitten is very playful—*it* is quite a pet with the whole family.”

“Calm as an infant as *it* sweetly sleeps.”

PRIN.—The Gender of Nouns is determined—

1. By the termination ; as,

<i>Masc.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Fem.</i>
Actor,	Actress.	Jew,	Jewess.
Administrator,	Administratrix.	Lion,	Lioness.
Author,	Authoress.	Patron,	Patroness.
Benefactor,	Benefactress.	Prince,	Princess.
Emperor,	Empress.	Protector,	Protectress.
Executor,	Executrix.	Shepherd,	Shepherdess.
Elector,	Electress.	Songster,	Songstress.
Governor,	Governess.	Tiger,	Tigress.
Heir,	Heiress.	Tutor,	Tutress.
Host,	Hostess.	Tailor,	Tailoress.
Hero,	Heroine.	Widower,	Widow.

2. By different Words ; as,

<i>Masc.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Fem.</i>
Bachelor,	Maid.	Husband,	Wife.
Beau,	Belle.	King,	Queen.
Boy,	Girl.	Lad,	Lass.
Brother,	Sister.	Lord,	Lady.
Drake,	Duck.	Man,	Woman.
Father,	Mother.	Master,	Mistress.
Friar,	Nun.	Nephew,	Niece.

3. By prefixing or affixing other Words ; as,

<i>Masc.</i>	<i>Fem.</i>
Man-servant,	Maid-servant,
He-goat,	She-goat,
Cock-sparrow,	Hen-sparrow,
Landlord,	Landlady,
Gentleman,	Gentlewoman.

OBS. 3.—Whenever Words are used which include both Males and Females, without having a direct reference to the sex, the Word appropriated to males is commonly employed.

EXAMPLES.—1. "The proper study of *mankind* is *man*."

2. "There is no flesh in *man's* obdurate heart—
It does not feel for *man*."

But to this rule there are exceptions ; as, geese, ducks.

OBS. 4.—Things personified are often represented by Pronouns of the Masculine or of the Feminine Gender.

EXAMPLES.—1. "Then Fancy *her* magical pinions spread wide."

2. "Time slept on flowers, and lent *his* glass to Hope.

3. "For the Angel of Death spread *his* wings on the blast,
And breathed in the face of the foe as *he* pass'd."

OBS. 5.—Many Nouns which denote the office or condition of persons, and some others, are not distinguished by Gender; and hence they have no modification of Gender. The *persons*, indicated by such nouns, are, physiologically, *males* or *females*; but the *words*, having no form to indicate the sex, have, therefore, *no modification of gender*. The term "Common Gender," given to such words by some authors, is about as appropriate as is the term "*Common Number*" would be to the word *sheep*.

EXAMPLES.—Parent—cousin—friend—neighbor—teacher.

OBS. 6.—Nouns not modified by Gender may be represented by Pronouns of the Masculine or of the Feminine form; and, when thus represented, the Gender of the Noun may follow that of the Pronoun.

EXAMPLES.—1. My *cousin* has invited me to ride with *him*.

2. "*She* was a kind *neighbor*—an affectionate *parent*."

NOTE.—In the English language less importance is attached to the Gender of Nouns than in the Latin, Greek, and other languages—the relation of Words in Sentences depending more upon *position* and less upon the terminations. Hence, in parsing Nouns and Pronouns, the Gender need not be mentioned, unless they are obviously Masculine or Feminine.

QUESTIONS FOR REVIEW.

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73. By their uses, how are words distinguished? See Prin.
What Classes of Words are used as Principal Elements in Sentences? See Prin.
What Classes are used as Adjunct Elements? See Prin.
What Classes are used as Attendant Elements? . . . See Prin.
How many "Parts of Speech" in the English Language? See Obs. 1.

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- What is a **Noun**? Give Examples See Def. 72.
 Are all Nouns names of material things?..... See Obs. 1.
 What is the difference between Nouns and things?.. See Obs. 2.
 74. How do we use the word **Substantive**?..... See Obs. 3.
 How are Nouns classified?..... See Prin.
 What is a **Proper Noun**? Give Examples..... See Def. 73.
 What is a **Common Noun**? Give Examples..... See Def. 74.
 What Common Nouns are called **Abstract Nouns**? See Def. 75.
 " " " **Collective Nouns**? See Def. 76.
 " " " **Verbal Nouns**? See Def. 77.
 75. How may we know that a word is a Noun?..... See Obs. 2.
 What offices do **Substantives** fill?..... See Obs. 3.
 What, besides Words, perform Substantive offices?.. See Obs. 4.
 Words commonly used as Nouns, may perform
 what other offices? See Obs. 5.
 Give Examples of Nouns becoming Adjectives,
 Adverbs, Verbs.
 76. What different *Modifications* of Nouns?..... See Prin.
 Define the term **Gender** as used in Grammar..... See Def. 78.
 What Nouns are of the **Masculine Gender**?..... See Def. 79.
 What Nouns are of the **Feminine Gender**?..... See Def. 80.
 What Nouns are of the **Neuter Gender**? See Def. 81.
 To what Nouns, then, does the term Neuter Gender
 apply? See Obs. 1.
 What Names of Persons are represented by Neuter
 Pronouns? See Obs. 2.
 What Names of *things* are represented by Pronouns
 of the Masculine form?..... See Obs. 3.
 77. What Names of *things* are represented by Pronouns
 of the Feminine form? See Obs. 4.
 What Nouns are not modified by Gender? See Obs. 5.
 Words including Males and Females have what
 form?..... See Obs. 3.
 By what distinct methods are Nouns varied to de-
 note Gender?..... See Prin.
 Give Examples of Change of terminations of Nouns.
 78. " " Different Words.
 " " the use of Prefixes and Suffixes.

PERSON.

REM.—All Nouns are the Names of

1. The persons speaking.
2. The persons or things addressed. Or,
3. The persons or things spoken of. Hence,

DEF. 82.—**Person** is that modification of Nouns and Pronouns which distinguishes the Speaker from the Person or thing spoken to or spoken of.

PRIN.—Nouns and Pronouns { *First Person,*
are of the { *Second Person, or*
 { *Third Person.*

DEF. 83.—The name of the *speaker* or *writer* is of the **First Person**.

EXAMPLE.—“*I, John, saw these things.*”

DEF. 84.—The name of a *person* or *thing addressed*, is of the **Second Person**.

EXAMPLE.—“*Father, thy hand hath reared these venerable columns.*”

DEF. 85.—The name of the *person* or *thing spoken of*, is of the **Third Person**.

EXAMPLE.—“*The hero hath departed.*”

NUMBER.

REM.—Nouns by their form denote individuality or plurality. Hence,

DEF. 86.—**Number** is that modification of certain Nouns, Pronouns, Adjectives, and Verbs, whose forms distinguish unity from plurality.

PRIN.—Nouns are distinguished as { *Singular* or
 { *Plural.*

DEF. 87.—Nouns denoting but one person or thing, are of the **Singular Number**.

EXAMPLES.—Man—boy—pen—book—mouse—ox.

DEF. 88.—Nouns denoting more than one, are of the **Plural Number**.

EXAMPLES.—Men—boys—pens—books—mice—oxen.

OBS. 1.—The *Number* of a Noun is usually determined by its *form*. The Plural of most Nouns differs from the Singular by having an additional *s*.

EXAMPLES.

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<i>Singular</i> .—Act,	Egg,	Book,	Mastiff,	Pen,	Chair,
<i>Plural</i> .—Acts,	Eggs,	Books,	Mastiffs,	Pens,	Chairs.

OBS. 2.—But a Noun whose Singular form ends in *s*, *ss*, *sh*, *x*, *ch* (soft), and some Nouns in *o* and *y*, form the Plural by the addition of *es*.

EXAMPLES.

<i>Singular</i> .—Gas,	Lynx,	Church,	Lash,	Glass,	Hero,
<i>Plural</i> .—Gases,	Lynxes,	Churches,	Lashes,	Glasses,	Heroes.

OBS. 3.—*Y* final, after a Consonant, is changed into *ie* (the original orthography), and *s* is added.

EXAMPLES.

<i>Singular</i> .—Lady,	Folly,	Quality,	City.
<i>Old form</i> .—Ladie,	Follie,	Qualitie,	Citie.
<i>Plural</i> .—Ladies,	Follies,	Qualities,	Cities.

Exception.—But Proper Nouns in *y* commonly form the Plurals by adding *s* to the *y*; as, the two *Livys*—the *Tullys*.

OBS. 4.—In the following Nouns, *f* final is changed into *v*, and the usual termination for the plural is added:

<i>Singular</i> .	<i>Plural</i> .		<i>Singular</i> .	<i>Plural</i> .
Beef,	Beeves.		Self,	Selves.
Calf,	Calves.		Shelf,	Shelves.
Elf,	Elves.		Sheaf,	Sheaves.
Half,	Halves.		Thief,	Thieves.
Leaf,	Leaves.		Wolf,	Wolves.
Loaf,	Loaves.		Yourself,	Yourselves.

Other Nouns in *f* form their Plurals regularly.

OBS. 5.—But most Nouns ending in *fe* are changed into *ves*.

EXAMPLES.

<i>Singular</i> .—Knife,	Life,	Wife,
<i>Plural</i> .—Knives,	Lives,	Wives.

OBS. 6.—Many Nouns form their Plurals irregularly.

EXAMPLES.

<i>Singular</i> .—Man,	Child,	Foot,	Ox,	Mouse,
<i>Plural</i> .—Men,	Children,	Fest,	Oxen,	Mice.

OBS. 7.—In most *Compound Words*, the *basis* only is varied to form the Plural, if its *Adjunct Word* precedes, or its *Adjunct Phrase* follows.

EXAMPLES.

<i>Singular</i> .—Fellow-servant,	Ink-stand,	Race-horse,	Camp-meeting,
<i>Plural</i> .—Fellow-servants,	Ink-stands,	Race-horses,	Camp-meetings.
<i>Singular</i> .—Father-in-law,		Aid-de-camp,	
<i>Plural</i> .—Fathers-in-law,		Aides-de-camp.	

OBS. 8.—But, if the *Adjunct Word* follows the *basis*, the Plural termination is commonly attached to the *Adjunct*.

EXAMPLES.

<i>Singular</i> .—Arm-full,	Camera-obscura,	Ignis-fatuus,
<i>Plural</i> .—Arm-fulls,	Camera-obscuras,	Ignis-fatuauses.

OBS. 9.—In forming the Plural of Nouns *having titles prefixed* or *annexed*, custom is not uniform.

There seems to be a propriety in regarding a *name* and its *title* as a Compound Noun; as, *Jonathan Edwards*, *John Smith*, *Miss Bates*.

If, then, it is decided which part of the Compound Word—the *Name* or the *Title*—is to be regarded as the Basis, and which the *Adjunct*, the Plural termination should be attached as directed in OBS. 7 and 8, above. Thus, *Miss Bates* and her sister, two ladies unmarried, are *Misses*. “I called to see the *Misses Bates*.”

“We purchase goods of the *Messrs. Barber*.” Here the *titles* constitute the Bases—the *names*, the *Adjuncts*.

Again: *Patterson* the father and *Patterson* the son are two *Pattersons*. They are both doctors. If we speak of them as *men*, we make the *Name* the Basis and the *Title* as *Adjunct*; thus, “I visited the two Doctor *Pattersons*.” But if we speak of them as *Doctors*, we make the *Title* the Basis, and pluralize it; thus, “We employed *Doctors J. & A. Patterson*.”

OBS. 10.—Some Nouns have no Plurals.

EXAMPLES.—Wheat—silver—gold—iron—gratitude.

OBS. 11.—Some Nouns have no Singular.

EXAMPLES.—Tongs—embers—vespers—literati—scissors.

OBS. 12.—Some Nouns have the same Form in both Numbers; *i. e.*, they are not modified by Number.

EXAMPLES.

<i>Singular</i> .—Apparatus,	News,	Wages,	Sheep,	Vermin,
<i>Plural</i> .—Apparatus,	News,	Wages,	Sheep,	Vermin.

Obs. 13.—Some Nouns, having a Singular form, are used in a Plural sense.

EXAMPLES.—Horse—foot—cavalry—cannon—sail. One thousand *horse* and two thousand *foot*—five hundred *cavalry*—fifty *cannon*—twenty *sail* of the line—and, for supplies, five hundred *head* of cattle.

Obs. 14.—Some Nouns, having no Plural form to indicate Number, receive a Plural termination to indicate different species.

EXAMPLES.—Wines.—“Most wines contain over twenty per cent. of alcohol.” Tea.—“The teas of the Nankin Company are all good.”

Obs. 15.—Many Latin, Greek, and Hebrew Nouns used in English composition, retain their original Plurals. Commonly the terminations **um** and **on**, of the Singular, are changed into **a**, for the Plural; **x** into **ces**, **is** into **es**, **a** into **æ**, and **us** into **i**.

EXAMPLES.

<i>Singular</i> .—Datum,	Genus,	Criterion,	Index,	Axis,
<i>Plural</i> .—Data,	Genera,	Criteria,	Indices,	Axes.
<i>Singular</i> .—Erratum,	Stratum,	Nebula,	Parenthesis,	Focus,
<i>Plural</i> .—Errata,	Strata,	Nebulæ,	Parentheses,	Foci.
<i>Singular</i> .—Thesis,	Alumnus,	Analysis,	Ellipsis,	Terminus,
<i>Plural</i> .—Theses,	Alumni,	Analyses,	Ellipses,	Termini.

QUESTIONS FOR REVIEW.


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80. Define the term **Person** as used in Grammar. . . . See Def. 82.
 What “Parts of Speech” have the modification of
 Person? See Prin.
 How many Persons in Grammar? See Prin.
 What Nouns are of the **First Person**? See Def. 83.
 What Nouns are of the **Second Person**? See Def. 84.
 What Nouns are of the **Third Person**? See Def. 85.
 Define the term **Number**, as used in Grammar. . . See Def. 86.
 How many Numbers, and what are they? See Prin.
 What Nouns are of the **Singular Number**? See Def. 87.
 81. What Nouns are of the **Plural Number**? See Def. 88.
 How do we determine the Number—General
 Rule? See Obs. 1.
 What Nouns take **es** to form the Plural? See Obs. 2.
 How form Plural of Nouns ending in **y**?—Excep-
 tion? See Obs. 3.
 How form Plural of Nouns ending in **f**?—Excep-
 tions? See Obs. 4.


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81. How form Plural of Nouns ending in *fe*?.....See Obs. 5.
Mention the Nouns that form the Plurals irregularly.....See Obs. 6.
82. What part of Compound Words are varied for the Plurals?.....See Obs. 7.
What part when Adjunct Word follows the Basis? See Obs. 8.
Explain and apply the law as stated in Obs. 9....See Obs. 9.
Do all Nouns have Plural forms?.....See Obs. 10.
“ “ “ Singular forms?.....See Obs. 11.
Are all Nouns modified by Number?—Give examples.....See Obs. 12.
83. Do all Plurals have Plural forms?.....See Obs. 13.
Are Plural forms always used to denote Number? See Obs. 14.
Give examples of Latin Plurals—Greek Plurals..See Obs. 15.

EXERCISES IN GENDER, PERSON, AND NUMBER.

 Let the Class give, 1st, the Gender—2d, the Person—3d, the Number of each of the following Names,—always giving a reason for the modification, by repeating the Definitions.


William,	Boy,	Town,	Army,
Ganges,	Girl,	County,	Data,
Andes,	Aunt,	Troy,	Index,
Cuba,	Cousin,	City,	Question.

 Let Sentences be made, in which the following Words shall be in the Second Person.

MODEL.


“Father, thy hand hath reared this venerable column.”

Father,	Stars,	Thou,	Heralds,
Mother,	Hills,	You,	Messengers,
Sun,	Rivers,	Ye,	Walls,
Earth,	Woods,	Men,	Floods.

 Let other Sentences be made, having the same Words in the Third Person, after the following

MODEL.

“My *Father* made them all.”

 Let the following Singular Nouns be changed to their Plurals, and placed in Sentences,—always giving the Rule for the change of Number.

Boy,	Motto,	Fox,	Ox,	Son-in-law,
Father,	Hero,	Staff,	Pea,	Spoon-full,
Man,	Knife,	Goose,	Basis,	Cousin-german,
Child,	Hoof,	Mouse,	Stratum,	Knight-errant.

MODEL.

"The *boys* have accomplished their tasks."

Let the Gender and Number of the following Nouns be changed and placed in Sentences.

Man,	Bachelor,	Brother,	Poetess,
Boys,	Lioness,	Sons,	Prince,
Uncles,	Geese,	Sister,	Tutor,
Council,	Cow,	Maid,	Widower.

MODELS.

"Two *women* shall be grinding at the mill."

"And the *widows* of Asher are loud in their wail."

CASE.

DEF. 89.—**Case** is that modification of Nouns and of Pronouns indicated by their relation to other words.

REM. 1.—A Noun or a Pronoun is used—1. As the *Subject* of a Sentence. 2. As the *Object* of an action or relation. 3. As a *Definitive* of some other Noun. 4. *Independent* of other Words in the Sentence.

REM. 2.—These different conditions of Nouns suggest their modifications in regard to Case; for *Case*, in English Grammar, means *condition*. Hence,

English Nouns and Pronouns have four cases—

The *Nominative* or *Subjective Case*,
 The *Objective Case*,
 The *Possessive Case*, and
 The *Independent Case*.

OBS.—In the Latin, Greek, German, and many other languages, the Cases of Nouns are determined *by their terminations*. But, as English Nouns have no inflections, *except to form Adjuncts*, the Cases are determined *only by the offices* of Nouns in Sentences. Hence,

DEF. 90.—A Noun or a Pronoun which is the Subject of a Sentence, is in the **Subjective Case**.*

EXAMPLES.—*Animals* run—*John* saws wood—*Resources* are developed.

"The *king* of shadows loves a shining mark."

OBS.—The Subject of a Sentence may be a Noun, a Pronoun, a Phrase, or a Sentence.

EXAMPLES.

1. A Noun.—*Virtue* secures happiness.
2. A Pronoun.—"*He* plants his footsteps in the sea."
3. A Phrase.—"*To be able to read well*, is a valuable accomplishment."
4. A Sentence.—"*That good men sometimes commit faults*, can not be denied."

DEF. 91.—A Noun or a Pronoun which is the Object of a Sentence or of a Phrase, is in the **Objective Case**.

EXAMPLES.

1. John saws *wood*.
2. Science promotes *happiness*.
3. "The *king* of shadows loves a shining mark."
4. "In the *beginning* God created the *heaven* and the *earth*."
5. "Scaling yonder *peak*, I saw an *eagle* wheeling near its *brow*."

OBS.—The Object of a Sentence may consist of a Noun, a Pronoun, a Phrase, or a Sentence.

EXAMPLES.—1. A Noun.—Clara studies *Grammar*.

2. A Pronoun.—Mary instructed *her*.

3. A Phrase.—I favored *her* using the *Diagrams*.

4. A Sentence.—Mary thought *Diagrams might assist her*.

DEF. 92.—A Noun or a Pronoun varied in its orthography, so that it may indicate a relation of possession, is in the **Possessive Case**.

OBS. 1.—The Possessive is commonly formed by adding an apostrophe ['] and s to the Nominative form.

EXAMPLES.

Nominative.—Man,	Boy,	World,	George,
Possessive.—Man's,	Boy's,	World's,	George's.

* We prefer the term "*Subjective Case*" to that of "*Nominative*." The former term indicates the *Office* of Nouns—the latter, only the *form*. Every English Noun has the *same form* in all its Cases, except the Possessive. Hence, in English Syntax, the term "*Nominative*" has no distinctive significance. But the term "*Subjective*" properly indicates the office.

OBS. 2.—In a few Words ending in the Singular with the sound of *s* or of *c* soft, the additional *s* is omitted for euphony.

EXAMPLES.—“For conscience’ sake.”

“Festus came into Felix’ room.”

OBS. 3.—Most Plural Nouns ending in *s*, add the apostrophe only.

EXAMPLES.

Nominative.—Horses,

Eagles,

Foxes,

Possessive.—Horses’,

Eagles’,

Foxes’.

“Heroes’ and heroines’ shouts confusedly rise.”

OBS. 4.—The term *Possessive Case* is applied to Nouns and Pronouns, to indicate a peculiar variation of Words in respect of *form*; and, because this form *commonly* indicates a relation of possession, it is termed *Possessive Case*. But,

OBS. 5.—Nouns and Pronouns in the Possessive Case do not always indicate “possession or ownership.”

Children’s shoes.—Here the word “children’s” does not imply ownership. It simply specifies “shoes” as to size.

Small shoes.—Here “small” specifies “shoes” in a similar manner. “Small” and “children’s” performing similar offices, are similar in their etymology. “Small” is an Adjective—“Children’s” is an Adjective.

OBS. 6.—Possession or ownership is not limited to Nouns and Pronouns in the Possessive form.

EXAMPLES.—1. John owns Webster’s Dictionary.

2. William has my knife.

Who *possesses* the Dictionary?

In whose possession is the knife?

REM.—A System of Grammar, having its foundation in the doctrine that Words and other Elements of Sentences are to be classified *according to their offices*—and that is the proper criterion—must class Possessive Nouns and Pronouns as *Adjectives*.

OBS. 7.—Words commonly used as Nouns and Pronouns become Adjectives *whenever their principal office is to limit or describe beings or things*; and they may have the *form* of the *Subjective*, of the *Possessive*, or of the *Objective Case*.

EXAMPLES.

Subjective Form.—A gold pen—a *he* goat.

Possessive Form.—Wisdom’s ways—*thine* enemy—*my* self.

Objective Form.—A gold pen—*silver* steel—*them* selves.

DEF. 93.—A Noun or a Pronoun not dependent on any other Word, is in the **Independent Case**.

OBS. 1.—We use the term *Independent case* in a *generic sense*;—including the five following specific conditions:

1. The names of persons or things *addressed*.

EXAMPLES.—O Liberty—*Friends*—*Romans*—*Countrymen*.

This may be termed *Independent Appellative Case*.

2. Nouns and Pronouns used to *introduce Independent Phrases*.

EXAMPLE.—The *hour* having arrived, we commenced the exercises.

This is the *Case Absolute*.

3. Nouns and Pronouns used *in predicate* with Verbs and with Participles.

EXAMPLES.—1. God is *love*. 2. We are *friends*.

3. Is that *you*?

4. We had no thought of its being *you*.

This is called the *Predicate Case*.

4. Nouns and Pronouns used to limit or *specify* other Nouns previously mentioned.

EXAMPLE.—Peter the *hermit*, resembled Peter the *Apostle*.

This is the *Independent Case in Apposition*. [See Logical Adjunct, p. 34.]

5. Nouns and Pronouns, used as *titles* of books, signs, cards, or for euphony.

EXAMPLES.—Webster's *Dictionary*.—"The *Sketch Book*."—"Tales of a Traveller."—"Bracebridge Hall."—"Adams and Ellis."

"The Moon *herself* is lost in heaven."

This is the *Naming Case*.

REM.—Nouns and Pronouns in these various conditions are "not dependent on any other word" for their regimen.

OBS. 2.—In the English language, Nouns are not varied in form to distinguish the Cases, except for the Possessive. The Case is always determined by its *office*.

- (1.) If it is the *Subject* of a Sentence, it is, *therefore*, in the *Subjective Case*.
- (2.) If it is the *Object* of a Sentence or the Object of a Phrase, it is, *therefore*, in the *Objective Case*.
- (3.) If it has a Possessive form, or any other form, and limits or describes a being or a thing, it performs the office of an Adjunct, and is, *therefore*, an *Adjective*.
- (4.) If it performs neither of these offices, it is not joined to any word going before in construction, and is, *therefore*, in the *Independent Case*.

OBS. 3.—Nouns and Pronouns in the *Subjective* or in the *Objective Case* are used *Substantively*. In the *Independent Case* they are used *Substantively*, or as *Logical Adjuncts*. (See Obs. 2, above.) In the *Possessive Case* they are commonly used as *Grammatical Adjuncts*.

OBS. 4.—EXCEPTION.—Nouns and Pronouns of the Possessive form are sometimes used *Substantively*; but, when thus used, they are in the *Subjective*, in the *Objective*, or in the *Independent Case*.

EXAMPLES.

- (a.) *Subjective*.—My book is new; *John's* is old.
Mine is little used; *yours* is soiled.

"*Mine*" is the Subject of the Sentence; hence in the *Subjective Case*.

- (b.) *Objective*.—John is a friend of *mine*.

"*Mine*" is the Object of the Preposition "*of*," hence in the *Objective Case*.

NOTE.—It is a mistaken notion of certain grammarians, that "*mine*," in the above example, is equivalent to "*my friend*," and must therefore be "in the Possessive Case, and governed by friend understood."

John is a friend of *mine*; *i. e.*, he is friendly to me.

Fred is my enemy; but he is a friend of "*my friend, John*."

Is "*mine*" equivalent to "*my friend*?" How the notion vanishes before the test!

- (c.) *Independent*.—The book is *mine*; it was *yours*.

"*Mine*" is used in *Predicate* with "*is*," hence in the *Independent Predicate Case*.

EXERCISES.—1. *Peter* visited me.

2. I visited *Peter*.

3. Did you ever see the Apostle *Peter*?

4. *Peter* having gone, we returned.

5. "Thou art *Peter*."

6. Where have you been, *Peter*?

7. *Peter*, what book is that?

8. Do you know what the term "*Peter's* pence" means?

Let the pupils tell *the Case* of the word "*Peter*" in each Example above.

Then make sentences that shall have the words *Mary*, *Albert*, *Book*, *Scholars*, in each of the cases and in each subdivision of the Independent Case.

QUESTIONS FOR REVIEW.

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85. Define **Case** as used in English Grammar.....See Def. 89.

In what four distinct conditions are Nouns used? See Rem.

How many Cases in English Grammar?.....See Prin.

In the *Ancient Languages*, how were Cases distinguished?.....See Obs. 1.

In *English*, how are Cases determined?.....See Obs. 1.

86. When is a Noun or a Pronoun in the Nominative or Subjective Case?.....See Def. 90.

The *Subject* of a Sentence may consist of what?...See Obs.

Give Examples of Nouns used as Subjects.

" " of Pronouns—of Phrases—of Sentences.

When is a Noun in the Objective Case?.....See Def. 91.

The Object of a Sentence may consist of what?...See Obs.

Give Examples of Word Objects—of Phrase Objects—of Sentence Objects.

When is a Noun or a Pronoun in the Possessive Case?.....See Def. 92.

How is the Possessive Case of Nouns formed?...See Obs. 1.

87. When do we omit the *s*?.....See Obs. 2.

What Nouns require the apostrophe (*'*)?.....See Obs. 3.

Why do we use the term Possessive Case in Grammar?.....See Obs. 4.

Do Nouns and Pronouns of the Possessive Case always indicate Possession?.....See Obs. 5.

Is possession or ownership always indicated by the Possessive Case?.....See Obs. 6.

May a Noun in any form become an Adjective?...See Obs. 7.

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88. When is a Noun or a Pronoun in the **Independent Case**?.....See Def. 93.
 In what sense do we use the term Independent Case?.....See Obs. 1.
 When is an Independent Word called **Appellative**?
 " " " " " **Absolute**?
 " " " " " **in Predicate**?
 " " " " " **in Apposition**?
 " " " " " **Naming or Nominative.**
 All Nouns and Pronouns used as Subjects of Sentences are in what Case?.....See Obs. 2.
 All Nouns and Pronouns used as Objects of Sentences are in what Case?.....See Obs. 2.
 All Nouns and Pronouns in Possessive form are in what Case?.....See Obs. 2.
 All Nouns and Pronouns not Subjects, nor Objects, nor Possessives, are in what Case?.....See Obs. 2.
 When Possessive Nouns are not used as Adjuncts, what case must they be in?.....See Obs. 4.

PRONOUNS.

REM.—To avoid an unpleasant repetition of the same Word in a Sentence, a class of Words is introduced as *Substitutes for Names*. Hence,

DEF. 94.—A **Pronoun** is a Word used instead of a Noun.

OBS. 1.—As Pronouns are of general application, the Noun or the Pronoun for which any given Pronoun is substituted, is commonly determined by the context—and, because it generally precedes the Pronoun, it is called its *Antecedent*.

OBS. 2.—The Antecedent of a Pronoun may be a Word, a Phrase, or a Sentence.

EXAMPLES.

1. A *Word*.—"James has injured **HIMSELF**; **HE** has studied too much."
2. "Come, **ye who** love the Lord."
3. A *Phrase*.—"William's abandoning a good situation in hopes of a better, was never approved by me. It has been the prime cause of all his troubles."
4. A *Sentence*.—"I am glad that Charles has secured a liberal education. It is what few poor boys have the perseverance to accomplish."

REM.—Some Pronouns, by their forms, denote their modification of Gender, Person, Number, and Case.

Others, in addition to their ordinary office, are used in *asking questions*.

Pronouns are distinguished as

***Personal Pronouns,
Relative or Conjunctive Pronouns,
Interrogative Pronouns, and
Adjective Pronouns.***

DEF. 95.—A **Personal Pronoun** is a Pronoun whose *form* determines its Person and Number.

OBS.—The Personal Pronouns are { *Simple or Compound.*

Simple.—I, thou, you, he, she, it,
Compound.—Myself, thyself, yourself, himself, herself, itself.

OBS.—These are called **Personal Pronouns**, not because they always represent *persons*, but because their forms decide whether they indicate the speaker, the person or the thing spoken to, or the person or the thing spoken of.

REM.—Whenever one Word is used in the place of another, it is properly subjected to the same laws as the other; this is true of Pronouns. Hence,

PRIN.—Pronouns have the same modifications of **Gender, Person, Number,** and **Case,** as Nouns.

REM.—To denote these several modifications, some Pronouns are varied in form. This variation of form is called Declension.

DECLENSION OF PRONOUNS.

1. SIMPLE PERSONAL PRONOUNS.

FIRST PERSON.

<i>Subjective.</i>	<i>Possessive.</i>	<i>Objective.</i>	<i>Independent.</i>
<i>Singular.</i> —I,	my,	me,	I or me.*
<i>Plural.</i> —We,	our,	us,	we or us.

SECOND PERSON.

<i>Singular.</i> —You,	your,	you,	you.
<i>Plural.</i> —You,	your,	you,	you.

SECOND PERSON.—*Solemn Style.*

<i>Singular.</i> —Thou,	thy,	thee,	thou or thee.
<i>Plural.</i> —Ye,	your,	you,	ye or you.

THIRD PERSON.—*Masculine.*

<i>Singular.</i> —He,	his,	him,	he or him.
<i>Plural.</i> —They,	their,	them,	they or them.

THIRD PERSON.—*Feminine.*

<i>Singular.</i> —She,	her,	her,	she or her.
<i>Plural.</i> —They,	their,	them,	they or them.

THIRD PERSON.—*Neuter.*

<i>Singular.</i> —It	its,	it,	it.
<i>Plural.</i> —They,	their,	them,	they or them.

OBS. 1.—From the above Paradigm, notice,

1. That Pronouns of the *Third Person Singular only* are varied to denote the *sex*.
2. That the Pronoun *you* is not varied to denote the *Number*. This is a modern innovation; but the idiom is too well established to yield to criticism or protest.
3. That the principal variations of *form* are made to distinguish the *Cases*.
4. That, to distinguish the PERSONS, *different words* are employed.

OBS. 2.—*Mine, thine, his, hers, ours, yours, and theirs*, are commonly used "to specify or otherwise describe Nouns and Pronouns;"

* Pronouns in the Independent Case commonly take the form of the Subjective, as, "O happy *they*!"—"Ah, luckless *he*!"—"It is *I*!" But they sometimes take the form of the Objective, as, "*Him* excepted."—"I found it to be *him*."—"Ah *me*!"

and when thus used, they are therefore *Adjectives*. They are placed here to denote their *origin*, and to accommodate such teachers as, by force of habit, are inclined to call them Pronouns in all conditions. (See Possessive Specifying Adjectives, p. 99.)

OBS. 3.—*Mine, thine, his, hers, ours, yours, and theirs*, are sometimes used Substantively, *i. e.*, as the Subjects or the Objects of Sentences—the Objects of Phrases, or as Independent Words; and when thus used, they are therefore *Substantives*. (See Adjective Pronouns.)

EXAMPLES.

Subject of a Sentence.—"My sword and *yours* are kin."—*Shakspeare*.

Object of a Sentence.—"You seek your interests; we follow *ours*."

Object of a Phrase.—"Therefore leave your forest of beasts for *ours* of brutes, called men."—*Wesley to Pope*.

"John is a friend of *mine*."

Independent.—"Thine is the kingdom."

"*Theirs* had been the vigor of their youth."

OBS. 4.—The Pronoun *it* is often used indefinitely, and may have an Antecedent of the First, the Second, or the Third Person, of the Singular or of the Plural number; and sometimes it has no antecedent.

EXAMPLES.—"*It* is I."—"Was *it* thou?"—"Is *it* you?"

It was John.—Was *it* the boys?

It snows.—*It* blows.—*It* seems.

OBS. 5.—That for which a Pronoun is used, may also be a Phrase or a Sentence.

EXAMPLES.

A Phrase.—1. "*It* is good to be here."

A Sentence.—2. "*It* remains that we speak of its moral effects."

RELATIVE PRONOUNS.

DEF. 96.—A **Relative*** or **Conjunctive Pronoun** is a Pronoun used to introduce a Sentence which qualifies its own antecedent.

EXAMPLES.—1. The youth *who* was speaking, was applauded.

2. We saw the man *whom* you described.

3. "Mount the horse *which* I have chosen for thee."

* By most authors the term "Relative" is applied to these Pronouns. "Conjunctive" is a more appropriate term, as they always introduce Auxiliary Sentences. But Pupils may use either term,—as preferred by the Teacher.

OBS. 1.—In Example 1, “who” relates to “youth,” and introduces the Auxiliary Sentence (“who was speaking”), whose office it is to describe “youth.”

The word “who” not only introduces the Adjunct Sentence, but is also an Element in that Sentence—a Principal Element—the Subject.

In Example 2, “whom you described,” is an Auxiliary Sentence, used to describe or point out a particular “man;” “whom” introduces that Adjective Sentence, is the *object* of “described,” and relates to “man.”

LIST.

The Words used as Conjunctive Pronouns are, **who**, **which**, **that**, and **what**.

OBS. 2.—The Words **as** and **than** are sometimes, by ellipsis, used as Conjunctive Pronouns.

EXAMPLES.—1. “Such *as I have*, give I unto thee.”

2. “We have more *than heart could wish*.”

But, generally, on supplying the ellipsis, we may make those words supply the offices of Prepositions or of Conjunctions. Thus,

1. “I give unto thee such [things] as [those which] I have.”

2. “We have more [things] than [those things which] heart could wish.”

OBS. 3.—*Who* is varied in Declension to indicate the *Cases* only. *Which*, *that*, and *what*, are not declined. But the word *whose* is also used as the Possessive of *which*.

<i>Nom.</i>	<i>Pos.</i>	<i>Obj.</i>	<i>Indep.</i>
Who,	Whose,*	Whom,	Who or whom.
Which,	Whose,	Which,	Which.
That,		That,	That.
What,		What,	What.

OBS. 4.—*Who* is applied to man, or to beings supposed to possess intelligence.

EXAMPLES.—He *who* studies will excel those *who* do not. “He *whom* sea-severed realms obey.”

OBS. 5.—*Which* and *what* are applied to brute animals and to things.

EXAMPLES.—The books *which* I lost.—The pen *which* I use is good.—We value most *what* costs us most.

* *Whose* is always a definitive, attached to Nouns, and may relate to persons or to things; as, “*Whose* I am, and *whom* I serve.”—“*Whose* body Nature is, and God the soul.”

OBS. 6.—*That* is applied to man or to things

EXAMPLES.—1. "Them *that* honor me, I will honor."

2. "The rose *that* all are praising,
Is not the rose for me."

OBS. 7.—*What*, when used as a Relative, is always compound; and is equivalent to *that which*, or the *things which*.

EXAMPLES.—"What Reason weaves, by Passion is undone."

REM. 1.—In the combination of these two elements, *that* is contracted into *.at*, and *which*, the Relative part, is contracted to *wh...*, and being prefixed to the Antecedent part, becomes *wh...at—what*.

It should be borne in mind that the Antecedent part of this word is never Relative—but always an Adjective Pronoun, or an Adjective.

REM. 2.—The two Elements of this Word never belong to the same Sentence; one part introduces a Sentence which qualifies the antecedent part of the same word.

"Our proper bliss depends on *wh at* we blame."

In this example, "what" is a Compound *Pronoun*, equivalent to the two words *that which*. *That*, the Antecedent part, is the object of "on;" "*which*," the Relative part, is the object of "blame." The Auxiliary Sentence, "we blame *which*," is used to qualify "that." [See p. 63, last Diagram.]

OBS. 8.—The Compounds, *whoever*, *whosoever*, *whichever*, *whichever*, *whatever*, and *whatsoever*, are construed similarly to *what*.

EXAMPLE.—"Wh *at ever* purifies, fortifies also the heart."

REM. 1.—*Ever*, in combinations like these, seems originally to have been "*every*"—an Adjective element in the compound word, attached to the Antecedent part. Thus,

Every thing which purifies, fortifies also the heart.

Every that which purifies, fortifies also the heart.

What purifies, fortifies, also the heart.

Every what, or whatever purifies, fortifies also the heart.

So also

Whoever is equivalent to

Every one who.

"Whoever will, may come."

Every one who will, may come.

REM. 2.—The antecedent part is sometimes suppressed.

EXAMPLE.—“ *Who*—lives to nature, rarely can be poor.”

Every [one] *who* lives to nature, rarely can be poor.

Who ever lives to nature, rarely can be poor.

INTERROGATIVE PRONOUNS.

DEF. 97.—An **Interrogative Pronoun** is a Pronoun used to ask a question.

EXAMPLES.—“ *Who* will show us any good ?”

“ *Which* do you prefer ?”

“ *What* will satisfy him ?”

LIST.

OBS. 1.—The Interrogative Pronouns are,

Whoapplied to man.

Which }applied to man or to things.

What }

EXAMPLES.—1. *Who* was John the Baptist ?

2. *Which* will you have ?

3. *What* can compensate for loss of character ?

OBS. 2.—The Antecedent—technically so called—of an Interrogative Pronoun, is the Word which answers the question.

EXAMPLES.—*Who* gave the valedictory ? *Wheeler*.

Whom shall we obey ? Our *parents*.

OBS. 3.—A Word which asks a question is to be construed as is the Word which answers it.

EXAMPLES.—*Who* has the book ? *John* [has the book].

Whose book is it ? [It is] *William's* [book].

“ *William's*” describes “book ;” hence an *Adjunct* of “book.”

“ *Whose*” has the same construction ; hence an *Adjunct* of “book.”

ADJECTIVE PRONOUNS.

DEF. 98.—An **Adjective Pronoun** is a Definitive Word, used to supply the place of the Word which it limits.

REM.—Words of this class are primarily Adjectives—becoming Pronouns only by being *substituted* for the Nouns which they describe.

EXAMPLE.—“ *Some* [] said one thing, and *some, another*” [].

OBS. 1.—In this Example, “some” defines *people* (understood), and is, therefore, used Adjectively. It is substituted for the Word “people,” constituting the Subject of the Sentence; hence it is used Substantively. But the Substantive being the principal office, the Word is properly called a Pronoun. Its secondary office being Adjective, it is properly called an *Adjective Pronoun*.

OBS. 2.—Supply the Noun, and the Word becomes simply Adjective.

EXAMPLE.—*Some* PEOPLE said one thing, and *some* PEOPLE said *another* THING.

Here “*some*” and “*another*” are Specifying Adjectives of PEOPLE.

OBS. 3.—An Adjective Pronoun always performs, at the same time, two distinct offices—an *Adjective* office and a *Substantive* office; and it may have, at the same time, an *Adjective* and an *Adverbial* Adjunct.

EXAMPLE.—“*The* *professedly* good are not always really so.”

“Good” describes people (understood), thus performing an Adjective office.

“Good” is the Subject of the Sentence; hence a Substantive.

As a *Substantive*, “good” is limited by the Adjective “*the*.”

As an *Adjective*, “good” is modified by the Adverb “*professedly*.”

REM.—Words thus used are, by some grammarians, called “*Pronominal Adjectives*.” We prefer the term “*Adjective Pronoun*,” because the *Principal* office is *Substantive*—the Adjective office being *secondary* in the structure of Sentences and of Phrases.

OBS. 4.—Adjective Pronouns may be derived from—

Qualifying Adjectives,
Specifying Adjectives, and
Verbal Adjectives.

OBS. 5.—Many *Verbal* and all *Qualifying Adjectives*, may become Adjective Pronouns by placing the specifying Adjective *the* before them.

EXAMPLES.—1. “The proof of the pudding is in the *eating*.”

2. “Who are the *called*, according to his purpose.”

3. “He sendeth rain on the *just* and on the *unjust*.”

OBS. 6.—Adjective Pronouns derived from Specifying Adjectives may be

<i>Possessive,</i>		<i>Distributive,</i>
<i>Demonstrative,</i>		<i>Indefinite.</i>

The *Possessives* are—

Mine—All *thine* are *mine*.

Thine—And *thine* are *mine*.

His—I prefer *his* to *hers*.

Hers—Yet *hers* is better than *his*.

Ours—Miss Ward is a friend of *ours*.

Yours—Our grapes are preferable to *yours*.

Theirs—*Theirs* were better than *ours*.

The *Demonstratives* are—

This—"Memory and Forecast just returns engage,

That—*That* pointing back to youth, *this*, on TO AGE.

These—"Farewell my friends, farewell my foes.

Those—My peace with *these*, my love with *those*."

The *Distributives* are—

Each—*Each* prefers his own.

Either—I shall be satisfied with *either*.

Neither—The hats are returned, because *neither* of them fits.

None—"None! Then *none* have I offended."

Each other—The two desperadoes killed *each other*.

One another—Boys should not interrupt *one another*.

The *Indefinites* are—

All—"All join to guard what each desires to gain."

Another—"Art thou He, or do we look for *another*?"

Any—Have *any* of the pupils given an example?

Both—"Lepidus flatters *both*, of *both* is flattered."

Some—"Some deemed him wondrous wise."

Such—*Such* as I have, give I to you.

REM.—Other words, when preceded by *the*, may be added to each of the above classes.

The <i>one</i> .	The <i>same</i> .	The <i>elect</i> .	The <i>whole</i> .
The <i>other</i> .	The <i>former</i> .	The <i>right</i> .	The <i>half</i> .
The <i>first</i> .	The <i>latter</i> .	The <i>left</i> .	The <i>second</i> .

RECAPITULATION.

WORDS are distinguished....	{	and	{	Radical.....	{	Separable.			
				Inseparable.					
				By their Forms...	{	Derivative..	{	Prefix.	
						Root.			
						Suffix.			
				{	Simple.	{	Basis.		
					Compound..		Adjunct.		
					{	By their Uses.....	{	Nouns.	{
				Pronouns.					
				Adjectives.					
Verbs.									
Adverbs.									
Prepositions.									
Conjunctions.									
Exclamations.									
Words of Euphony									
Nouns are	{	{	Proper	{				Concrete.	
			or		Abstract.				
			Common.....		Collective,				
					Verbal.				
PRONOUNS are..	{	{	Personal.	{					
			Relative, or Conjunctive.						
			Interrogative.						
			Adjective.						

MODIFICATION OF NOUNS AND PRONOUNS.

Nouns and PRONOUNS are modified by.....	{	Gender.....	{	Masculine.
				Feminine.
				Neuter.
	{	Person	{	First.
				Second.
				Third.
	{	Number.....	{	Singular.
				Plural.
	{	Case	{	Subjective.
				Objective.
				Possessive.
				Independent.

QUESTIONS FOR REVIEW.

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91. Define a **Pronoun**..... See Def. 94.
 What is the **Antecedent** of a Pronoun? See Obs. 1.
 The Antecedent may consist of what?..... See Obs. 2.
92. How are Pronouns *distinguished*?..... See Prin.
 What is a **Personal Pronoun**?..... See Def. 95
 What distinct *classes* of Personal Pronouns? See Obs.
What words are used as Simple Personal Pronouns? See List.
 What words are called *Compound Personal Pronouns*?
 Why are these words called *Personal Pronouns*?.. See Obs.
 What *modifications* have Pronouns?..... See Prin
 What is meant by *Declension* of Pronouns?..... See Rem.
93. What Pronouns, by their forms, distinguish *sex*?.. See Obs.
 What Personal Pronouns are *alike in both numbers*?
94. What is said of the various uses of the word *it*?... See Obs. 4.
 What is a **Relative or Conjunctive Pronoun**?... See Def. 96.
 What twofold offices do these words perform?... See Obs. 1.
95. Give a List of the Relative Pronouns.
 What is said of *as* and *than*?..... See Obs. 2.
 What **Conjunctive Pronouns** are varied to indicate
 the Case?..... See Obs. 3.
 When do we use *who*? When use the word *what*?
96. When use the word *that* as a Simple Pronoun?
 What is the peculiar use of the word *what*?..... See Obs. 7.
 Resolve "what" into its elements See Rem.
 What part of speech is the Antecedent Element of "*what*?"
 Name the Compound Relatives..... See Obs. 8.
 Analyze the words *whatever* and *whoever*..... See Rem.
97. What is an **Interrogative Pronoun**?..... See Def. 97.
 What words are used as Interrogative Pronouns? See Obs. 1.
 How may we ascertain the Antecedent of an Interrogative?
 What is an **Adjective Pronoun**?..... See Def. 98.
 Why called *Pronouns*?..... See Rem.
98. Why called *Adjective Pronouns*?..... See Obs. 1.
 How may these words become simply Adjectives? See Obs. 2.
 How do we show the twofold offices of these
 words?..... See Obs. 3.
 From what are Adjective Pronouns derived?.... See Obs. 4.
 What are the classes of Adjective Pronouns?.... See Obs. 5.
 What Adjectives may become Adjective Pronouns
 —and how?..... See Obs. 6.

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99. What words are used as *Possessive Adjective Pronouns*?
 What words are used as *Demonstrative Adjective Pronouns*?
 What words are used as *Distributive Adjective Pronouns*?
 What words are used as *Indefinite Adjective Pronouns*?

ADJECTIVES.

REM.—As things possess individuality, and have points of difference from one another, so we have Words which point out and describe those things, and mark their differences from other things. Hence,

DEF. 99.—An **Adjective** is a Word used to qualify or otherwise describe a Noun or a Pronoun.

EXAMPLES.—Good—amiable—the—our—earnest—falling—young—conscientious—correct—famous.

A good boy.

An amiable young lady.

Our national resources.

Falling leaves.

Conscientious Christian.

Correct expression.

REM.—Any word, of whatever form or origin, used chiefly as an Adjunct of a Substantive, is therefore Adjective.

CLASSIFICATION.

REM.—Adjectives are used—

1. To express a quality—as, *good boy—red rose—sweet apple.*
2. To specify or limit—as, *the book—thy pen—three boys.*
3. To express, incidentally, a condition, state, or act—as, *loving friend—wheeling orbs—injured reputation.* Hence,

PRIN.—*Adjectives* are distinguished as.. { *Qualifying Adjectives,*
Specifying Adjectives, and
Verbal Adjectives.

QUALIFYING ADJECTIVES.

DEF. 100.—A **Qualifying Adjective** is a Word used to describe a Substantive by expressing a quality.

EXAMPLES.—Good—sweet—cold—honorable—amiable—virtuous.

An honorable man.

An amiable disposition.

A virtuous woman.

Some good fruit.

Three sweet oranges.

Much cold water.

SPECIFYING ADJECTIVES.

DEF. 101.—A **Specifying Adjective** is a Word used to define or limit the application of a Substantive without denoting a quality.

EXAMPLES.—A—an—the—this—that—some—three—my.

A man of letters.

An educated man.

The question at issue.

This road.

That mountain in the distance.

Some good fruit.

Three sweet oranges.

My enemy.

PROPER ADJECTIVES.

DEF. 102.—Adjectives derived from Proper Nouns are called **Proper Adjectives**.

EXAMPLES.—Arabian—Grecian—Turkish—French.

INTERROGATIVE ADJECTIVES.

OBS.—*Which, what, and sometimes whose*, when used as Adjectives, are called *Interrogative Adjectives when they indicate a question*.

EXAMPLES.—1. *Which* side will you take ?

2. *What* evil hath he done ?

3. *Whose* book is that ?

REM.—Adjectives may specify—

1. By simply pointing out things—by limiting or designating
2. By denoting relation of ownership, adaptation, or origin.
3. By denoting number, definite or indefinite. Hence,

PRIN.—*Specifying Adjectives* are distinguished as { *Pure Adjectives,*
Numeral Adjectives, and
Possessive Adjectives.

DEF. 103.—A **Pure Adjective** is a Word used only to point out or designate things.

EXAMPLES.—The—that—those—such—next—same—other.

Thou art *the* man.

That question is settled.

Those books are received.

"*Such* shames are common."

The *next* class.

The *same* lesson.

Other cares intrude.

Any man may learn wisdom.

DEF. 104.—A **Possessive Adjective** is a Word that describes a being or thing by indicating a relation of ownership, origin, fitness, etc.

EXAMPLES.—My—our—their—whose—children's—John's—teacher's.

My father—*my* neighbor.

Our enemies.

Their losses are severe.

Children's shoes.

John's horse.

Teacher's absence.

2. "O *my* offense is rank; it smells to heaven;

3. It hath the primal, eldest curse upon it,

A *brother's* murder."

4. "He heard the *king's* command, and saw that *writing's* truth."

NOTE.—A Possessive Adjective is generally derived from a Substantive, by changing the Normal into the Possessive form.

Thus: "He heard the *king's* command," is equivalent to,

He heard the *command of the king*.

DEF. 105.—A **Numeral Adjective** is a Word used to denote *Number*.

EXAMPLES.—One—ten—first—second—fourfold—few—many.

OBS. 1.—Numeral Adjectives may be,

Cardinal.—One—two—three—four.

Ordinal.—First—second—third—fourth.

Multiplicative.—Single—double—quadruple.

Indefinite.—Few—many—some (denoting number).

OBS. 2.—*A* and *an*, when they denote number, are to be classed as Numeral Adjectives.

EXAMPLES.—1. "Not *a* drum was heard, nor a funeral note."

Not *one* drum was heard.

2. "Not *an* instance is on record."

Not *one* instance is on record.

VERBAL ADJECTIVES.

DEF. 106.—A **Verbal Adjective** is a Word used to describe a Noun or a Pronoun, by expressing, incidentally, a condition, state, or act.

OBS.—This class of Adjectives consists of *Participles*, used primarily to describe Nouns and Pronouns.

EXAMPLES.—1. A *running* brook. 2. A *standing* pond.

3. I saw a boy *running* to school.

4. Another *standing* by the way.

5. " *Scaling* yonder peak,
I saw an eagle *wheeling* near its brow.

In this example the Sentence is, "*I saw eagle*," and "*scaling yonder peak*," is a Phrase used to describe "I." "*Wheeling near its brow*," describes "eagle." *Scaling* and *wheeling* are Participles used to describe a Noun and a Pronoun—hence they are, in their office, Adjectives. (See Def. 99.) They describe by expressing (not in the character of Predicates, but), "incidentally, a condition, state, or act," of "I" and "eagle"—hence they are Verbal Adjectives.

REM. 1.—To render the classification more simple, we have preferred to class all Participles used *chiefly* to describe Nouns and Pronouns, as *Adjectives*—and, because they are derived from Verbs, and retain more or less of the properties of the Verbs from which they are derived, we use the term *Verbal Adjectives*.

But Teachers who are unwilling to do more than simply to call them Participles, will not find it difficult to adapt their views to the *plan* of this work ; the Pupil being taught that—

" *Participles, like Adjectives, belong to Nouns and Pronouns.*"

And, in the use of Diagrams—

" *Participles used to limit Substantives, occupy the same position as Adjectives.*"

REM. 2.—Participles used as Adjectives, commonly retain their verbal character, and, like their Verbs, may have Objects after them. Hence,

PRIN.—*Verbal Adjectives* are dis- { *Transitive* or
tinguished as. { *Intransitive*.

EXAMPLES.

- Intransitive*.—1. "He possessed a *well-balanced* mind."
2. "Truth, *crushed* to earth, will rise again."
Transitive.—3. "*Scaling* yonder peak, I saw an eagle."
4. "We saw the children *picking* berries."

COMPOUND ADJECTIVES.

DEF. 107.—Adjectives consisting of Compound Words are called **Compound Adjectives**.

EXAMPLES.—*Everlasting—hard-hearted—tempest-tossed.*

MODIFICATION OF ADJECTIVES.

REM.—Most Qualifying Adjectives express, by variations in form, different degrees of quality. Hence,

PRIN.—Some Adjectives are varied in form to denote *Comparison*.

There may be four degrees of comparison.

1. *Diminutive*.....bluish.....saltish.
2. *Positive*.....blue.....salt.
3. *Comparative*.....bluer.....salter.
4. *Superlative*.....bluest.....saltest.

DEF. 108.—The **Diminutive Degree** denotes an amount of the quality less than the Positive.

It is commonly formed by adding *ish* to the form of the Positive.

EXAMPLES.—Bluish—saltish.

DEF. 109.—The **Positive Degree** expresses quality in its simplest form.

EXAMPLES.—Blue—salt—large—pure—rich—good—glimmering.

DEF. 110.—The **Comparative Degree** expresses an increase or a decrease of the Positive.

It is commonly formed by adding *er*, or the Words *more* or *less*, to the form of the Positive.

EXAMPLES.—1. Larger—purer—richer—*more* common—*less* objectionable.

2. “*Richer* by far is the heart’s adoration.”

DEF. 111.—The **Superlative Degree** expresses the greatest increase or decrease of the quality of the Adjective.

It is commonly formed by adding *est*, or the Words *most* or *least*, to the form of the Positive.

EXAMPLES.—1. Largest—purest—*most* ungrateful—smallest—uppermost.

2. “The *purest* treasure mortal times afford
Is—*spotless* reputation.”

OBS. 1.—By the use of other Words, the degrees of Comparison may be rendered indefinitely numerous.

EXAMPLES.—Cautious—*somewhat* cautious—*very* cautious—*unusually* cautious—*remarkably* cautious—*exceedingly* cautious—*too little* cautious—*uncautious*—*quite* uncautious.

OBS. 2.—Comparison descending, is expressed by prefixing the Words *less* and *least* to the Adjective.

EXAMPLES.—Wise, *less* wise, *least* wise—ambitious, *less* ambitious, *least* ambitious.

OBS. 3.—Most Adjectives of two or more syllables are compared by prefixing the words *more* and *most*, or *less* and *least*, to the Positive.

EXAMPLES.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Careful.....	<i>more</i> careful.....	<i>most</i> careful.
Careful.....	<i>less</i> careful.....	<i>least</i> careful.

OBS. 4.—Some Adjectives may be compared by either method specified above.

EXAMPLES.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Remote.....	<i>remoter</i>	<i>remotest</i> .
Remote.....	<i>more</i> remote.....	<i>most</i> remote.

IRREGULAR COMPARISON.

Some Adjectives are irregular in comparison.

EXAMPLES.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good.....	<i>better</i>	<i>best</i> .
Bad.....	<i>worse</i>	<i>worst</i> .
Little.....	<i>less</i>	<i>least</i> .
Many.....	<i>more</i>	<i>most</i> .
Much.....	<i>more</i>	<i>most</i> .
Far.....	{ <i>farther</i>	<i>farthest</i> .
	{ <i>further</i>	<i>furthermost</i> .
Old.....	{ <i>older</i>	<i>oldest</i> .
	{ <i>elder</i>	<i>eldest</i> .

OBS. 5.—Some Adjectives want the Positive.

EXAMPLES.—1. After, aftermost—nether, nethermost.

2. "He was in the *after* part of the ship."

OBS. 6.—Some Adjectives want the Comparative.

EXAMPLES.—1. Top, topmost.

2. "He stood upon the *topmost* round."

OBS. 7.—Some Adjectives can not be compared—the qualities they indicate not being susceptible of increase or diminution.

EXAMPLES.—Round—square—triangular—infinite.

ADJECTIVE PHRASES AND SENTENCES.

REM.—Things may be described not only by *Words*, but also by *Phrases* and by *Sentences*.

EXAMPLES.

Adjective Phrases.—1. "The **TIME** of my departure is at hand."

2. "Night is the **TIME** for rest."

3. "Turn, gentle **HERMIT** of the vale."

"Of my departure," tells *what* "time." "Of the vale," is a Phrase, used here to tell what "hermit." Hence an *Adjective Phrase*.

Adjective Sentences.—1. "He that getteth wisdom, loveth his own soul."

2. Mount the **HORSE** which I have chosen for thee.


3. "THOU, whose spell can raise the dead,
Bid the prophet's form appear."

"Which I have chosen for thee," is a *Sentence* used here to tell *which* "horse." Hence an *Adjective Sentence*.

RECAPITULATION.

ADJECTIVES are distinguished as	{	Qualifying.....	{ Superlative. Comparative. Positive. Diminutive.
		Specifying.....	{ Pure. Numeral. Possessive.
		Verbal.....	{ Transitive. Intransitive.

EXERCISES.

 Let the Pupil determine which of the following Adjectives are Qualifying, which are Specifying, and which are Verbal. Of the Qualifying Adjectives, which can be compared, and how compared—of the Specifying Adjectives, which are Pure, which Numeral, and which Possessive—of the Verbal, which are Transitive and which are Intransitive.

Able,	False,	That,	Forgotten,
Bold,	Good,	Three,	Standing,
Capable,	Honest,	Tenth,	Loving,
Doubtful,	Infinite,	Twice,	Admonished,
Eager,	Just,	Several,	Unknown,
These,	Dim,	Human,	Winding.

Then place the Words in Sentences, and Parse them after the MODELS given below. Thus,

"These dim vaults, these winding aisles
Of human pomp or pride, report not."

FIRST MODEL.

These....describe "vaults;" hence an Adjective—for "a Word used to qualify or otherwise describe a Noun or a Pronoun, is an Adjective."

"...Specifies; hence Specifying—for "an Adjective used only to limit, is a Specifying Adjective."

Dim.....qualifies "vaults;" hence an Adjective—for "a Word used to qualify or otherwise describe a Noun or a Pronoun, is an Adjective."

".....Expresses a quality; hence Qualifying—for "a Word used to describe a Noun by expressing a quality, is a Qualifying Adjective."

Vaults...is a Name; hence a Noun—for "the Name of a being, place, or thing, is a Noun."

"...Name of a sort or class; hence common—for "a Name used to designate a class or sort of beings, places, or things, is a Common Noun."

"...Spoken of; hence, Third Person—for "the Name of a person or thing spoken of, is of the Third Person."

"...Denotes more than one; hence Plural Number—for "Nouns denoting more than one, are of the Plural Number."

"...Subject of the Sentence; hence Subjective Case—for "the subject of a Sentence is in the Subjective Case."

Winding..describes "aisles;" hence an Adjective—for "a Word used to qualify or otherwise describe a Noun or a Pronoun, is an Adjective."

"...describes, by expressing a condition; hence Verbal—for "a Word used to describe a Noun by expressing, incidentally, a condition, state, or act, is a Verbal Adjective."

Human... describes "pomp" or "pride;" hence an Adjective—for "a Word used to qualify or otherwise describe a Noun or a Pronoun, is an Adjective."

"... Expresses a quality; hence Qualifying—for "a Word used to describe a Noun by expressing a quality, is a Qualifying Adjective."

[It is profitable to repeat the Definitions until they become familiar; after that they may be omitted—the parts of speech and the classes and modifications of the several Words being simply named, as in the following exercise.]

SECOND MODEL.

"No fantastic carvings show
The boast of our vain race, to change the form
Of thy fair works."

		Class.	Person. Number.		Case.
No	is an Adjective	Specifying,	—	—	limits "carvings."
Fantastic	" Adjective	Qualifying,	—	—	qualifies "carvings."
Carvings	" Noun	Common,	Third,	Plu.	Sub. to "show."
The	" Adjective	Specifying,	—	—	limits "boast."
Boast	" Noun	Common,	Third,	Sing.	Obj. of "show."

The Teacher will abridge or extend these Exercises at pleasure. Then let four Sentences be made, each containing the Word *good*, so that, in the first, it will qualify the Subject—in the second, the Object—in the third, the Object of a Phrase attached to the Subject—in the fourth, the Object of a Phrase attached to the Object.

In like manner use the Words *amiable—honest—industrious—wise—this—some—loving—loved*. Thus,

1. That *amiable* young lady was at the lecture.
2. We saw the *amiable* gentleman.
3. The benefits of an *amiable* disposition are numerous.
4. She possesses the advantages of an *amiable* temper

QUESTIONS FOR REVIEW.

PAGE

102. What is an **Adjective**?.....See Def. 99.
 Why are Adjectives used?.....See Rem. 1.
For what various purposes are Adjectives *used*? See Rem. 2.
How are Adjectives *distinguished*?
 What is a **Qualifying Adjective**?.....See Def. 100.
 Give Examples.

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103. What is a **Specifying** Adjective?.....See Def. 101.
Give Examples.
What is a **Proper** Adjective?.....See Def. 102.
Give Examples.
What is an **Interrogative** Adjective?.....See Obs.
Give Examples.
How are Specifying Adjectives *distinguished*?
What is a **Pure** Specifying Adjective?.....See Def. 103.
104. What is a **Possessive** Specifying Adjective?...See Def. 104.
How are Possessive Adjectives *formed*?.....See Note.
What is a **Numeral** Adjective?.....See Def. 105.
Give Examples.
What is a **Verbal** Adjective?.....See Def. 106.
Give Examples.
105. *How* are Verbal Adjectives *distinguished*?.....See Prin.
106. *How* are Adjectives modified?.....See Prin.
How many Degrees of Comparison may some
Adjectives have?.....See Obs.
When is an Adjective of the **Diminutive** form?..See Def. 108.
When is an Adjective of the **Positive** form?....See Def. 109.
When is an Adjective of the **Comparative** form?
When is an Adjective of the **Superlative** form?..See Def. 110.
107. What is said of Comparison **descending**?.....See Obs. 2.
When do we *prefix* a Word to denote Compari-
son?.....See Obs. 3.
What Adjectives are compared *irregularly*?
Are all Adjectives compared?.....See Obs. 7.

VERBS.

REMARK.—As all things in the universe *live, move, or have a being*, we necessarily have a class of Words used to express the *act, being, or state* of those things. Hence,

DEF. 112.—A **Verb** is a Word used to express the act, being, or state of a person or of a thing.

CLASSIFICATION.

REMARK.—(a.) Some Verbs are used as *Predicates* of Sentences ; others are used as *Subsequents* of Phrases.

- (b.) Some are followed by *Objects*; others have *no Objects*.
- (c.) Some are used to make a *principal* assertion; others are used to indicate *manner, time*, or other contingency.
- (d.) Some admit a *regular method* of Conjugation; others have special or *peculiar forms* to indicate their modifications.

Hence,

PRIN.—By their *functions*,

Verbs are $\left\{ \begin{array}{l} \textit{Finite} \text{ or} \\ \textit{Infinitive.} \end{array} \right.$

PRIN.—By their *relation to Objects*,

Verbs are $\left\{ \begin{array}{l} \textit{Transitive} \text{ or} \\ \textit{Intransitive.} \end{array} \right.$

PRIN.—By their *offices in Predicate*,

Verbs are $\left\{ \begin{array}{l} \textit{Principal} \text{ or} \\ \textit{Auxiliary.} \end{array} \right.$

PRIN.—By their *variations in form*,

Verbs are $\left\{ \begin{array}{l} \textit{Regular} \text{ or} \\ \textit{Irregular.} \end{array} \right.$

DEF. 113.—A **Finite Verb** is a Verb that is used in Predicate of a Sentence.

EXAMPLES.—John *studies*—He *learns*.

OBS.—Every Finite Verb must be associated with a Substantive as its Subject—expressed or implied.

DEF. 114.—An **Infinitive Verb** is a Verb that is not used in Predicate of a Sentence.

OBS.—Infinitive Verbs are used as Subsequents of Infinitive Phrases—always used with the Preposition *to*, expressed or understood.

EXAMPLES.—To *learn*—John is eager to *learn*.

DEF. 115.—A Verb is **Transitive** when it expresses an action which terminates on an Object.

EXAMPLES.—John *saws wood*—God *created heaven and earth*.

DEF. 116.—A Verb is **Intransitive** when it expresses the being or state of its Subject, or an action which does not terminate on an Object.

EXAMPLES.—Animals *run*—I *sit*—John *is sleepy*.

OBS. 1.—Some Verbs are, in their nature, Transitive; others are naturally Intransitive; and some others are used transitively or intransitively.

EXAMPLES.

- | | |
|---|----------------------------------|
| 1. "Cold <i>blows</i> the wind." | "Blows" is <i>Intransitive</i> . |
| 2. "The wind <i>blows</i> the dust." | "Blows" is <i>Transitive</i> . |
| 3. "It <i>has swept</i> through the earth." | <i>Intransitive</i> . |
| 4. "Jane <i>has swept</i> the floor." | <i>Transitive</i> . |
| 5. "God <i>moves</i> in a mysterious way." | <i>Intransitive</i> . |
| 6. "Such influences do not <i>move</i> me." | <i>Transitive</i> . |

Hence,

OBS. 2.—The character of a Verb is determined by that of the Sentence of which it is the Predicate. Any Verb is transitive only when its Sentence is transitive—only when it demands an Object in construction.

DEF. 117.—A **Principal Verb** is a Verb that makes the complete or the principal assertion.

EXAMPLES.—John *does study*—James *can study*—Anne *should study*.

DEF. 118.—An **Auxiliary Verb** is a Verb that is prefixed to another Verb or to a Participle, to distinguish the *Voice*, *Mode*, or *Tense* of the Principal Verb.

LIST.

Always Auxiliaries.

<i>Present</i> .—Can,	may,	must,	shall,
<i>Past</i> .—Could,	might,	—	should.

Sometimes Principal Verbs.

<i>Present</i> .—Am,	be,	do,	have,	will,
<i>Past</i> .—Was,	was,	did,	had,	would.

DEF. 119.—A Verb whose Past Tense is formed by the addition of *ed* to the Radical, is **Regular** in Conjugation.

EXAMPLES.—*Present Tense*.—I love, act, save, fear,
Past Tense.—I loved, acted, saved, feared.

OBS.—All Regular Verbs are conjugated in the same manner—having similar terminations for the same tenses.

EXCEPTION 1.—Some Verbs, for euphony, drop the final letter of the Radical.

EXAMPLES.—Love, loved—Save, saved—Recite, recited.

EXCEPTION 2.—Some Verbs, for euphony, drop a final letter of the Radical.

EXAMPLES.—Tan, tanned—Transmit, transmitted.

DEF. 120.—A Verb whose Past Tense is not made by the addition of *d* or *ed* to the Radical, is **Irregular** in Conjugation.

EXAMPLES.—*Present Tense*.—I am, see, do, hide, lay,
Past Tense.—I was, saw, did, hid, laid.

DEF. 121.—A **Complete Verb** is a Verb that has an appropriate form for all the Modes and Tenses.

EXAMPLES.—Love—Recite—See—Teach.

REM.—Some Irregular Verbs are not used in all the Modes and Tenses: Hence,

DEF. 122.—A **Defective Verb** is a Verb that is not used in all the Modes and Tenses.

LIST.

Present.—Can, may, must, ought, shall, will,
Past.—Could, might, ——— ought, quoth, should, would.

DEF. 123.—A **Redundant Verb** is a Verb that has more than one form for some of the Modes and Tenses.

EXAMPLES.—Am or be—Break, broke or brake, broken or broke.

DEF. 124.—The Verb **be** and some of its compounds are, by most Grammarians, called **Neuter Verbs**.

EXAMPLES.—I am—He is—John became wise, Cuba belongs to Spain.

Obs. 1.—Some authors include, with the above, an extended list of Verbs that do not predicate physical or mental acts.

But,

Obs. 2.—The term *Neuter Verb* seems properly to apply only to the Verb *be*, and its equivalents. The term *Copulative Verb* is applied to it by many authors. As this Verb is recognized by either name, our chief concern should be *its use*. It is used,

- 1st. In Predicate alone, to declare simple *existence*.
- 2d. To connect its Subject to an Attribute:—*i. e.*, to change an Assumed Attribute to a Predication.
- 3d. To form—with a Past Participle—the Passive Voice.

EXAMPLES.

1. *I am*—Thou *art*—He *is*.
2. *Assumed*.—*Singing*. *Cheerful Dora.* *Our friends.*
Asserted.—Anna *is singing*. Dora *is cheerful*. They *are* our friends.
3. *Active*.—Dora loves Anna. Cæsar conquered Gaul. We have seen him.
Passive.—Anna *is loved*. Gaul *was conquered*. He *has been seen*.

QUESTIONS FOR REVIEW.

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111. What is a **Verb**? Give Examples.....See Def. 112.
How are Verbs distinguished?.....See Rem.
112. What is a **Finite Verb**? Give Examples.....See Def. 113.
A Finite Verb must always be associated with
what?.....See Obs. 1.
What is an **Infinitive Verb**? Give Examples..See Def. 114.
In what connection are Infinitive Verbs used?..See Obs. 2.
113. What is a **Transitive Verb**? Give Examples..See Def. 115.
What is an **Intransitive Verb**? Give Examples..See Def. 116.
May some Verbs be used Transitivity or Intransitivity? Give Examples.....See Obs. 1.
How do we decide that a Verb is Transitive?...See Obs. 2.
What is a **Principal Verb**? Give Examples...See Def. 117.
What is an **Auxiliary Verb**? Give Examples .See Def. 118.
Give the LIST of Verbs that are always Auxiliary.
Give the LIST of Verbs that are sometimes Principal.
114. What Verbs are said to be **Regular**? Give Ex..See Def. 119.
What Verbs are **Irregular**? Give Examples...See Def. 120.
What Verbs are said to be **Complete**? Give
Examples.....See Def. 121.

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114. What Verbs are said to be **Defective**? Give
 Examples.....See Def. 122.
 What Verbs are said to be **Redundant**?.....See Def. 123.
 What is said of the **Neuter Verb**?.....See Def. 124.
 115. Why is the Verb **be** called **Copulative**?.....See Obs. 1.
 What distinct offices does this Verb perform?...See Obs. 2.

MODIFICATION OF VERBS.

REM.—Verbs that denote action, have two methods of representing the action—

1st—As done *by* its Subject—as, Clara *loves* Anna.

2d—As done *to* its Subject—as, Anna *is loved by* Clara.

Hence,

Transitive Verbs have two **Voices**, { The *Active* and
 { The *Passive*.

DEF. 125.—A Verb in the **Active Voice** represents its Subject as performing an action.

EXAMPLE.—Columbus *discovered* America.

DEF. 126.—A Verb in the **Passive Voice** represents its Subject as being acted upon.

EXAMPLE.—America *was discovered by* Columbus.

OBS. 1.—The same fact may commonly be expressed by either the Active or the Passive form.

EXAMPLES.—William *assists* Charles. } The same fact stated.
 Charles *is assisted by* William. }

“William,” the Subject of the Active Verb, becomes the Object of “by,” when the Verb becomes Passive; and “Charles,” the Object of the Active Verb, becomes the Subject of the Passive.

OBS. 2.—In the English language, the formation of the Passive Voice is less simple than in many other languages. Thus, the corresponding assertions,

IN LATIN.—*Doceo*, in the Active Voice, has *Doceor* in the Passive.

IN ENGLISH.—*I teach*, “ “ “ “ *I am taught* “ “

Hence, the English Verb does not form its Passive Voice by an “inflection of the form of the Active,” but by combining the

Copulative Verb *be*, in its various modifications, with a Participle of the given Verb.

EXAMPLES.

Active.—To see, I love, They applaud, Man worships,
Passive.—To be seen, I am loved, They are applauded, God is worshipped.

OBS. 3.—Thus it appears that, in English, the Passive form of a Verb rejects the Verb itself,—only its Participle being retained.

OBS. 4.—Most Transitive Verbs may take the Passive form.

OBS. 5.—A Verb taking the Passive form becomes grammatically intransitive. The action is directed to no Object. The Subject receives the action.

OBS. 6.—But few Intransitive Verbs take the Passive form.

EXAMPLES.

1. We *laughed* at his clownish performances.—(Active Intransitive.)
2. His clownish performance *was laughed at*.—(Passive.)

REM.—Expressions like the last are inelegant, and should not be used except in colloquial style.

MODE.

REM.—In addition to their primary signification, Verbs perform a secondary office—*i. e.*, they indicate some attendant or qualifying circumstances. This is indicated by the variations of the form of the Verb, or by prefixing Auxiliary Words.

DEF. 127.—*Mode* means *manner* or *method*. In Grammar, **Mode** is a property of the Verb which indicates the *manner of its use*.

1. A Finite Verb may simply express a fact.
2. It may express a fact as *possible, probable, obligatory, &c.*
3. It may express a fact *conditionally*.
4. It may express a *command* or *request*.
5. It may express the *name* of an act, or a fact unlimited by a Subject. Hence,

Finite Verbs have five modes of expressing their signification—

The <i>Indicative</i> ,		The <i>Subjunctive</i> ,
The <i>Potential</i> ,		The <i>Imperative</i> , and
The <i>Infinitive</i> .		

DEF. 128.—A Verb used simply to indicate or assert a fact, is in the

Indicative Mode.

EXAMPLES.—1. "God *created* the heaven and the earth."

2. "Rays of limpid light *gleamed* round their path."

OBS.—"A conditional circumstance assumed as a fact" is properly expressed by a verb in the Indicative form.

EXAMPLES.

Correct.—1. If Frank *tells* the truth, the fault is not his.

2. If you *will* go, I will accompany you.

Incorrect.—3. If Arthur *be* innocent, he should not be punished.

4. If he *be* right, I am wrong.

DEF. 129.—A Verb indicating *probability, power, will, or obligation*, of its Subject, is in the

Potential Mode.

OBS. 1.—Words which may be regarded as signs of the Potential Mode, are, *may—might—can—could—must—shall—should—will—would*, either alone, or followed by the Word *have*.

EXAMPLES.—I *may* go—You *might* have gone—John *should* study—Mary *can* learn—It *could* not be done—John *shall* study.

OBS. 2.—Verbs in the *Indicative* and the *Potential* Modes may be used in Interrogative Sentences. (See p. 72.)

EXAMPLES.—1. "*Did* Claudius *waylay* Milo?"

2. "*May* one be *pardoned* and *retain* the offense?"

DEF. 130.—A Verb expressing a fact conditionally (hypothetically) is in the

Subjunctive Mode.

EXAMPLE.—"If I *were* not Alexander, I *would* be Diogenes."

OBS.—*If, though, unless*, and other Conjunctions, are commonly used with the Subjunctive Mode. But they are not to be regarded as the signs of this Mode, for they are also used with the Indicative and with the Potential.

EXAMPLES.—1. If the boat goes to-day, I shall go in it.

2. I *would* stay, if I *could* conveniently.

The condition expressed by “if the boat goes,” is assumed as a fact—hence, “goes” is in the Indicative Mode.

NOTE.—The Subjunctive Mode is limited to Auxiliary Adverbial Sentences. Whereas the Indicative and the Potential may be used in either Principal or Auxiliary Sentences.

DEF. 131.—A Verb used to command or entreat is in

Imperative Mode.

EXAMPLES.—1. “If he repent, *forgive* him.”

2. “*Come* to the bridal chamber, Death!”

OBS.—As we can command only a person or a thing addressed, the Subject of an Imperative Verb must be of the Second Person; and, as a person addressed is supposed to be present to the speaker, the name of the Subject is usually understood.

EXAMPLES.—1. *Cry* aloud—*spare* not,—*obey* your parents.

2. “*Speak* gently to the little child.”

But it is often expressed,

“Go *ye* into all the world.”

DEF. 132.—A Verb used without limitation by a Subject, is in the

Infinitive Mode.

OBS. 1.—The Preposition *to*, is usually placed before the Infinitive Verb.

EXAMPLES.—1. “*To* enjoy is *to* obey.”

2. “I came not here *to* talk.”

OBS. 2.—But that Word is sometimes suppressed.

EXAMPLE.—“Let me *hear* thy voice *awake*, and bid her
Give me new and glorious hopes.”

NOTE.—The Infinitive differs from the other Modes in this:—It has no Grammatical Subject, and therefore it can not be a Predicate. It is used, not as an element in a *Sentence*, but as a constituent element in an Infinitive *Phrase*—the *Subsequent*. It is analogous to a

Participle, participating of the properties of a *Verb* and also of a *Substantive*—always the Object of the Preposition *to* expressed or implied.

Formerly, in our English Dictionaries, the Preposition *to* was placed before words to indicate that they were Verbs.

This practice of Lexicographers—now obsolete—led some Grammarians into the error of regarding the Preposition *to*, placed before a Verb in the Infinitive Mode, as a part of the Verb.

But that Preposition is no more a part of the Verb than is the Preposition *for* a part of the Participle or of the Noun following,—as shown in the following

- EXAMPLES.—1. We are prepared *to recite*.
 2. We are prepared *for reciting*.
 3. We are prepared *for recitation*.

REM.—The *Infinitive* is not improperly called a species of Participle :—always participating of the properties of a Verb and also of a Substantive.

OBS. 3.—While the Infinitive *Verb* always has a *Substantive* character, the *Phrase* of which it is a part may be, in office,

Substantive.—" *To err* is human."

Adjective.—They had a mind *to work*.

Adverbial.—John is eager *to learn*.

Independent.—" *To sleep* / perchance *to dream*."

QUESTIONS FOR REVIEW.

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116. When is a Verb said to be in the **Active Voice**? . . See Def. 125.
 When is a Verb said to be in the **Passive Voice**? . . See Def. 126.
 Can the same fact be asserted in either form? . . . See Obs. 1.
 Give Examples of the changes of Active to Passive.
 What Auxiliary Verb is used to form the Passive
 Verb? See Obs. 2.
 What part of the Principal Verb is retained in
 the Passive? See Obs. 3.
 117. What class of Verbs may take the Passive form? . . See Obs. 4.
 What is **Mode** in Grammar? See Def. 127.
 How many different Modes,—and what? See Prin.
 118. When is a Verb in the **Indicative Mode**? See Def. 128.
 Make a Sentence whose Verb shall be in the Indicative.
 When is a Verb in the **Potential Mode**? See Def. 129.
 What words are used as Signs of the Potential Mode?

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118. Make Sentences whose Verbs shall be in the Potential Mode.
 The Verbs in Interrogative Sentences may be in
 what Modes? See Obs. 2.
 When is a Verb in the **Subjunctive Mode**? See Def. 130.
 What Conjunctions introduce Subjunctive Sen-
 tences? See Obs.
119. What sort of Sentence has its Verb in the Sub-
 junctive Mode? See Note.
 Make a Sentence whose Verb is in the Subjunctive Mode.
 When is a Verb in the **Imperative Mode**? See Def. 131.
 Make a Sentence whose Verb is in the Imperative Mode.
 What is said of the Subject of an Imperative Sen-
 tence? See Obs.
 When is a Verb in the **Infinitive Mode**? See Def. 132.
 What commonly precedes the Infinitive Verb? ... See Obs. 1.
 Wherein does the Infinitive Mode differ from the
 other Modes? See Note.
 Does the Infinitive occur in Sentences or in
 Phrases? See Note.
120. Wherein does the Infinitive resemble the Participle? See Note.
 What are the two offices performed by the Infinitive Verb?
 What different offices may *Infinitive Phrases* per-
 form? See Obs. 3.
 Make a Sentence having an Infinitive Phrase as its Subject.
 Make an Infinitive Phrase, and use it as an Adjective.
 “ “ “ “ “ Adverb.
 “ “ “ “ “ Independently.

PARTICIPLES.

REM.—In the three Sentences,

1. Birds *sing*,
2. Birds are *singing*,
3. *Singing* birds delight us,

the Word “*sing*” (in Example 1) is a Verb—used to assert an act of “birds.”

In Example 2, “*singing*” is derived from the same Verb; and *with the aid of the Auxiliary Verb* “are,” it makes the same assertion.

In Example 3, “*singing*” does not *assert*, but it *assumes* the same act.

The same signification remains in the three Words, while they perform different grammatical offices. Hence,

DEF. 133.—A **Participle** is a Word derived from a Verb, retaining the signification of its Verb, while it also performs the office of some other “part of speech.”

OBS.—Participles are Derivative Words, formed from their Radicals—commonly by the addition of *ing* or *ed*.

EXAMPLES.—Be.....being. Love.....loving.....loved.
Have...having. Walk.....walking.....walked.

REM.—A Participle is used with or without an Auxiliary prefixed. Hence,

Participles are { *Simple* or
 Compound.

DEF. 134.—A **Simple Participle** is a single Word derived from its Verb.

EXAMPLES.—Loving, loved—having, had—being, been.

DEF. 135.—A **Compound Participle** consists of a Simple Participle, with the Auxiliary Participles “having” or “being,” or “having been.”

EXAMPLES.

<i>Simple</i>	{	1. Loving.....	Fearing.
		2. Loved.....	Feared.
<i>Compound</i>	{	3. Being loved.....	Being feared.
		4. Having loved.....	Having feared.
		5. Having been loved.....	Having been feared.
		6. Having been loving.....	Having been fearing.

Participles are distinguished as { 1. *Present*,
 2. *Prior Present*,
 3. *Past*.

DEF. 136.—The **Present Participle** is the Participle formed by adding *ing* to the root of the Verb—indicating a present act, being, or state.

EXAMPLES.—Being—having—loving—walking—doing—fearing.

OBS.—When the Participle is used with a Verb, the *time* is indicated by the *Verb*, and may be Present, Past, or Future.

EXAMPLES.—*Present*.—I am *writing* letters.
Past.—I was *writing* letters.
Future.—I shall be *writing* letters.

DEF. 137.—A **Past Participle** is the Participle that is regularly formed by adding *ed* to the root of its Verb.

EXAMPLES.—*Loved—feared—hated—respected*.

OBS. 1.—The Past Participles of Irregular Verbs are variously formed. [See List.]

OBS. 2.—The Past Participle may be used with a Verb indicating time, *Present*, *Past*, or *Future*.

EXAMPLES.—*Present*.—I am *loved* William is *seen*.
Past.—I was *loved* William was *seen*.
Future.—I shall be *loved* William will be *seen*.

OBS. 3.—The Present Participle is commonly *Active* in signification.

EXAMPLES.—1. A *falling* leaf.—2. A *fading* flower.
 3. " *Scaling* yonder peak,
 I saw an eagle, *wheeling* near its brow."

OBS. 4.—The Past Participle is commonly *Passive* in signification.

EXAMPLES.—1. *Injured* reputation.—2. *Lost* opportunity.
 3. "Truth *crushed* to earth, will rise again."

OBS. 5.—A Past Participle, preceded by the Auxiliary *having*, is used actively.

EXAMPLES.—1. Having *loved*.—2. Having *lost* a day.
 3. "The hour *having arrived*, we commenced the exercises."
 4. Having seen the elephant, the rustic was satisfied.

OBS. 6.—Preceded by the Auxiliary *being*, or *having been*, the Past Participle is used passively.

EXAMPLES.—1. Being *loved*.
 2. Having been *censured* for idleness, John resolved to be diligent.

REM.—The above and similar combinations of the Present Participle with the Past, indicate *Prior Present Tense*. Hence,

DEF. 138.—A **Prior Present Participle** is a Participle compounded of a Present and a Past Participle.

OBS. 7.—A Compound Participle may be *Present* or *Prior Present*—*Active* or *Passive*.

EXAMPLES.—	Present.—	Being loved	Being seen.
	Prior Present.—	Having loved	Having seen.
	Active. {	Having loved	Having seen.
		Having been loving	Having been seeing.
	Passive. {	Being loved	Being seen.
		Having been loved	Having been seen.

OBS. 8.—The term *Participle* is given to these words because they *participate* in the offices of two “parts of speech” at the same time:—that of the *Verbs* from which they are derived, and also of *Nouns*, of *Adjectives*, of *Adverbs*, of *Prepositions*, of *Conjunctions*—in *Predicate* with Auxiliary Verbs, or to introduce *Participial Phrases*.

EXAMPLES.

1. *Noun*..... (a.) *Singing* is a pleasing exercise.
(b.) William maintains a fair *standing* in society.
(c.) “In the *beginning*, God created the heaven.”
2. *Adjective*..... (d.) A *running* BROOK—a *standing* TREE.
(e.) Behold the goose *standing* on one foot.
3. *Adverb*..... (f.) “’Tis strange; ’tis *passing* STRANGE.”
(g.) The task was *exceedingly* DIFFICULT.
4. *Preposition*..... (h.) “I speak *concerning* Christ and the Church.”
(i.) “Nothing was said *touching* that question.”
5. *Conjunction* (k.) “*Seeing* we can not agree, the discussion may be stopped.”
6. *Exclamation*..... (l.) *Shocking!* *Astonishing!*
7. *In Predicate*..... (m.) “Birds are *singing*—bees are *humming*.”
8. *Leader of Phrase*. (n.) *Wounding* the feelings of others.
(o.) “Avoid *wounding* the feelings of others.”
(p.) A habit of *moving* quickly, is another way of *gaining* time.

OBS. 9.—Participles, like the Verbs from which they are derived, are **Transitive** or **Intransitive**.

DEF. 139.—A **Transitive Participle** is a Participle that has an Object.

EXAMPLE.—“*Scaling* yonder peak, I saw an eagle
Wheeling near its brow.”

DEF. 140.—An **Intransitive Participle** is a Participle that has no Object.

EXAMPLE.—“I saw an eagle *wheeling* near its brow.”

OBS. 10.—A Participle used as a Preposition, *must* be Transitive.

EXAMPLE.—“I speak *concerning* Christ and the Church.”

OBS. 11.—A Participle used as a Noun, as an Adjective, or in Predicate, or as the Leader of a Participial Phrase, *may* be Intransitive or Transitive.

EXAMPLES.

(a.) *Intransitive.*

1. *Noun*.....“*Scolding* has long been considered ungentle.”
2. *Adjective*.....“The curfew tolls the knell of *parting* day.”
3. *In Predicate*...“Spring-time of year is *coming*.”

(b.) *Transitive.*

4. *Substantive*....*Teaching* Clara, is a pleasing occupation.
5. *Adjective*.....“*Scaling* yonder peak, I saw an eagle.”
6. *In Predicate*...We are *studying* grammar.

OBS. 12.—A Participle used as a Conjunction or as an Adverb *must* be Intransitive.

- EXAMPLES.—1. “Wherefore is there a price in the hands of a fool to get wisdom, *seeing* he hath no heart to it.”
2. “A virtuous household, but *exceeding* poor.”

QUESTIONS FOR REVIEW.

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121. What is a **Participle**? Give Examples.....See Def. 133.
What sort of Words are Participles?
Wherein do they resemble Verbs?.....See Obs.
Wherein do they differ from their Verbs?.....See Obs.
How many sorts of Participles?.....See Prin.
122. What is a **Simple Participle**? Give Examples.See Def. 134.
What is a **Compound Participle**? Give Examples.....See Def. 135.
In Tenses, how are Participles distinguished?...See Prin.
What is a **Present Participle**? Give Examples.See Def. 136.
123. What is a **Past Participle**? Give Examples...See Def. 137.
Which Participle is generally Active in its signification?.....See Obs. 3.
Which Participle is generally Passive in signification?.....See Obs. 4.
When may a Past Participle be used Actively?..See Obs. 5.
What is a **Prior Present Participle**? Give Examples.....See Def. 138.
124. For what Parts of Speech may Participles be used?.....See Obs. 8.
Make a Sentence having a Participle for its *Subject*.
“ “ “ “ “ *Object*.

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124. Make a Sentence having a Participle as an *Adjective*.
 “ “ “ “ “ *Adverb*.
 “ “ “ “ “ as a *Preposition*.
 “ “ “ “ “ *Conjunction*.
 “ “ “ “ “ in *Predicate*.
 “ Phrase “ “ as its *Leader*.
 “ “ “ “ “ *Subsequent*.

125. With respect to Objects, how are Participles distinguished? See Obs. 9.
 What is a **Transitive Participle**? Give Ex... See Def. 139.
 What is an **Intransitive Participle**? Give Ex... See Def. 140.
 What Participles *must* be *Transitive*? See Obs. 10.
 “ “ *may* be *Transitive* or *Intransitive*? See Obs. 11.
 What Participles *must* be *Intransitive*? See Obs. 12.

TENSE.

REM.—Generally the form of the Verb denotes not only the *manner*, but also the *time*, of the action or event expressed by it. Hence the distinction of Tense.

DEF. 141.—**Tense** is a modification of Verbs, denoting distinction of *time*.

REM.—Time is *Present*, *Past*, or *Future*: of each of these periods we have two varieties, represented by different forms. Hence,

Most Verbs have six Tenses	{	The <i>Prior Past Tense</i> ,
		The <i>Past Tense</i> ,
		The <i>Prior Present Tense</i> ,
		The <i>Present Tense</i> ,
		The <i>Prior Future Tense</i> ,
		The <i>Future Tense</i> .

DEF. 142.—The **Prior Past Tense** denotes time past at some other past time mentioned, or implied.

EXAMPLE.—I *had* already expressed my opinion.

OBS. 1.—*Had*, prefixed to a Participle, is usually the sign of this Tense,—A Past Verb prefixed to a Past Participle.

OBS. 2.—This Tense is called *Prior Past*, because it represents an action or event as occurring at a time *prior* to another past time mentioned or implied.

DEF. 143.—A Verb in the **Past Tense** denotes time fully past.

EXAMPLES.—*I wrote* you a letter.—*We walked* to Troy
I saw an eagle.—*David loved* Jonathan.

OBS.—In Regular Verbs, the *sign* of this Tense is *d* or *ed* added to the root of the Verb.

In Irregular Verbs, a distinct form is used. [See List.]

DEF. 144.—The **Prior Present Tense** denotes time past, but in a period reaching to the present.

EXAMPLES.—*I have completed* my task.—*John has returned*.
Mary has been prospered.—*Thou hast destroyed* thyself.

OBS. 1.—*Have*, *hast*, and *has*, are the *signs* of this Tense,—A Present Verb prefixed to a Past Participle.

OBS. 2.—This Tense is called *Prior Present*, because it represents an action or event as occurring at a time *prior* to the present, yet in a period reaching to the present.

DEF. 145.—The **Present Tense** denotes time present.

EXAMPLES.—*Eliza studies*.—*Ellen is reading*.—*Clara can sing*.
Do you hear that bell?—*Emily may write* that diagram.

OBS. 1.—This is the simplest form of the Verb—the sign *do* is used to denote intensity, and in asking questions.

OBS. 2.—Present Tense may be—

1. *Definite*—as, *I am writing*.—*William studies*
2. *Indefinite*—as, *Virtue is commendable*.

DEF. 146.—The **Prior Future Tense** denotes time past, as compared with some future time specified.

EXAMPLE.—*We shall have finished* this recitation before the next class will come.

OBS. 1.—*Shall have* and *will have*, are the signs of this Tense,—Verbs of Future Tense prefixed to a Past Participle.

OBS. 2.—This Tense is named *Prior Future*, because it represents an action or event as having occurred at a time *prior* to some future time expressed or implied.

DEF. 147.—The **Future Tense** denotes future time, as compared with the present.

EXAMPLE.—*James will return* to-morrow—*I shall see* him.

OBS.—*Shall*, in the First Person, and *will*, in the Second and Third, are the signs of this Tense.

REM.—Distinctions of time are not indicated with precision by the form of the Verb. This must be done by the use of Adjuncts.

In the Potential Mode the Tenses are quite Indefinite—one form being often used for another. [See p. 999.]

The same remarks will apply to Participles—to the Infinitive, to the Subjunctive, and sometimes to the Indicative Mode.

RECAPITULATION.

		<i>Voice.</i>	<i>Mode.</i>	<i>Tense.</i>
VERB	{	{	<i>Indicative</i>	Prior Past, Past, Prior Present, Present, Prior Future, Future.
			<i>Potential</i>	Prior Past, Past, Prior Present, Present.
			<i>Subjunctive</i>	Past, Present.
			<i>Imperative</i>	Present.
	{	{	<i>Infinitive</i>	Prior Present, Present.
			<i>Participle</i>	Past, Prior Present, Present.

QUESTIONS FOR REVIEW.


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126. What is **Tense**? See Def. 141.
 What natural divisions of time? See Rem.
 How many *forms* for each division?
 How many Tenses have most English Verbs?
 Name the Tenses in their natural order.
 When is a Verb in the **Prior Past Tense**? See Def. 142.
 What Auxiliary Verb is used as the sign of this
 Tense? See Obs. 1.
 Why is this Tense named Prior Past? See Obs. 2.

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127. When is a Verb in the **Past Tense**?.....See Def. 143.
 In Regular Verbs, how is this Tense formed?...See Obs.
 In Irregular Verbs, how is this Tense formed?
 When is a Verb in the **Prior Present Tense**?...See Def. 144.
 Why is this Tense named Prior Present?.....See Obs. 2.
 What Auxiliary Verbs are the signs of this
 Tense?.....See Obs. 1.
 When is a Verb in the **Present Tense**?.....See Def. 145.
 What Auxiliary may a Verb in this Tense have?..See Obs. 1.
 How make this Tense Definite?—How Indefi-
 nite?.....See Obs. 2.
 When is a Verb in the **Prior Future Tense**?...See Def. 146.
 Why is this Tense named Prior Future?
 What Auxiliary Verbs are used as the signs of
 this Tense?See Obs. 1.
 When is a Verb in the **Future Tense**?.....See Def. 147.
 128. What Auxiliary Verbs are signs of this Tense? .See Obs.
 Do the *forms* of Verbs always indicate distinc-
 tions of time with precision?.....See Rem.
 By what means can we make distinctions of time
 more definite?.....See Rem.

EXERCISES.

 Let each Verb and Participle in the following Exercises be pointed out, and its Class and Modification given.

- | | |
|---------------------------|-----------------------------|
| 1. I wrote. | 7. Willing to be taught. |
| 2. Thou art reading. | 8. Having seen the teacher. |
| 3. James may recite. | 9. Retire. |
| 4. Mary can study. | 10. Let us alone. |
| 5. Joining the multitude. | 11. Permit me to pass. |
| 6. Accustomed to study. | 12. Let me go. |
13. It is pleasant to ride in a sail-boat.
 14. We are all fond of singing.
 15. Some are accustomed to sing by note.
 16. The young ladies ought to have attended the lecture.
 17. By teaching others, we improve ourselves.
 18. Being accustomed to study, we can learn that lesson easily.
 19. Having been censured for idleness, John has resolved to be diligent.
 20. By endeavoring to please all, we fail to please any.

"Truth crushed to earth, will rise again;
 The eternal years of God are hers:
 But Error, wounded, writhes in pain,
 And dies amid her worshippers."

Let the Verbs and Participles on this and the preceding page be parsed according to the following

MODEL.

Crushed is [a *Participle*, from the Verb *crush* ;] used here to describe a condition of "Truth;" hence, a Verbal Adjective.

Will rise..... asserts an act of "Truth;" hence, a Verb.

" has no object; hence, Intransitive.

" simply declares; hence, Indicative Mode.

" denotes time future; hence, Future Tense.

Are asserts being of "years;" hence, a Verb.

" has no object; hence, Intransitive.

" simply declares; hence, Indicative Mode.

" denotes time present; hence, Present Tense.

Wounded... is [a *Participle*, from the Verb *wound* ;] used here to describe a condition of "Error;" hence a Verbal Adjective.

Writhes asserts an act of "Error;" hence, a Verb.

" has no object; hence, Intransitive.

" simply declares; hence, Indicative Mode.

" denotes time present; hence, Present Tense.

"The surging billows and the gamboling storms
 Come crouching to his feet."

Surging..... is [a *Participle*, from the Verb *surge* ;] used here to describe "billows;" hence, a Verbal Adjective.

Gamboling .. is [a *Participle*, from the Verb *gambol* ;] used here to describe "storms;" hence, a Verbal Adjective.

Come..... asserts an act of "billows" and "storms;" hence, a Verb.

" has no object; hence, Intransitive.

" simply declares; hence, Indicative Mode.

" denotes time present; hence, Present Tense.

Crouching... is [a *Participle*, from the Verb *crouch* ;] used here to modify the act expressed by "come;"

" ... (it declares the *manner of coming* ;) hence, an Adverb by representation. [See p. 159, Obs. 2.]

“In the beginning, God created the heaven and the earth.”

Beginning... is [a *Participle*, from the Verb *begin*;) used here as the *name* of an event; hence, a Verbal Noun.

Created asserts an act of “God;” hence, a Verb.

“ act passes to objects (heaven and earth)—Transitive.

“ simply declares; hence, Indicative Mode.

“ denotes a particular time past; hence, Past Tense.

CONJUGATION OF VERBS.

REM.—We have seen that most Verbs are varied in form to denote different *modes* and *times* of action or being. They are also varied to agree with their subjects in *Person* and *Number*.

DEF. 148.—The regular arrangement of the various forms of a Verb is called its **Conjugation**.

THE PRINCIPAL PARTS OF VERBS.

DEF. 149.—The **Principal Parts** of a Verb are those Radical forms from which the other forms are derived.

OBS.—These forms are used in the

<i>Present Tense,</i>	<i>Past Tense,</i>	<i>Present Tense,</i>	<i>Past Tense,</i>
Am,	was,	Recite,	recited,
Love,	loved,	See,	saw,

and, together with the Simple Participles, constitute the

BASES OF CONJUGATION.

REM.—We have seen [See Part I., p. 31]—

1. That the *Predicate* of a Sentence must have at least one *Finite Verb*.
2. That it may have other Words.
3. That in Predicates formed of more than one Word, the last Word constitutes the *Principal Part* of the Predicate, *i. e.*, makes the *Principal Assertion*.
4. That the Principal Part of a Predicate may be—
A Verb.—I *love*.—I do *see*.
A Participle.—I am *loved*.—I have *seen*.
An Adjective.—John is *weary*.—Velvet feels *smooth*.

A Noun.—We are *friends*.—He is a *scholar*.

A Pronoun.—It is *I*.—*Thine* is the kingdom.

5. That the Words prefixed to the Principal Part are *Auxiliaries*, and may be *Verbs* only, or *Verbs* and *Participles*. Hence,

OBS. 1.—Verbs are conjugated—

1. By inflections of their Radicals, and
2. By the use of Auxiliary Verbs.

OBS. 2.—*Auxiliaries* perform peculiar offices, thus,

Be, with its various modifications, is used before a Past Participle to indicate the *Passive Voice*.

EXAMPLES.—1. Clara *was* instructed.

2. Anna *has been* complimented.

Can, *may*, *must*, *shall* (used to command), and *will* (signifying volition), indicate the Present Tense of the *Potential Mode*. *Could*, *might*, *should*, and *would*, are the signs of the *Past Tense Potential*.

<i>Do</i>	$\left\{ \begin{array}{l} \text{is used in the} \\ \text{Indicative} \end{array} \right.$	<i>Present Tense,</i>	Indicative-intensive form.	<i>I do see.</i>
<i>Did</i>		<i>Past Tense,</i>	" "	<i>I did see.</i>
<i>Have</i>		<i>Prior Present Tense, Indicative.</i>	" "	<i>I have seen.</i>
<i>Had</i>		<i>Prior Past Tense,</i>	" "	<i>I had seen.</i>
<i>May have</i>		<i>Prior Present Tense, Potential.</i>	" "	<i>I may have seen.</i>
<i>Might have</i>		<i>Prior Past Tense,</i>	" "	<i>I might have seen.</i>
<i>Shall</i>		<i>Future Indicative* (First Person).</i>	" "	<i>I shall see.</i>
<i>Will</i>		<i>Future Indicative* (Second or Third Person.)</i>	" "	<i>You will see.</i>

* The Future and the Prior Future Tenses are placed in the Indicative Mode, in conformity to the general custom of grammarians. A strict regard to uniformity and consistency would place them with their kindred forms in the *Potential Mode*. For,

The "*Indicative Mode*" is that form of the Verb used to *indicate* or *assert* an act, being, or state." Now a thing *future* may be predicted, but can not be declared or asserted. We may declare a *purpose* or make a *prediction*. So may we declare the *possibility* of an act, or the *obligation* to perform an act. But these are done by a modification of the Predicate, called *Potential Mode*.

In the Sentence "I shall go," we have asserted a prediction of an act.

" " "I may go," we have asserted a probability of an act.

" " "I can go," we have asserted a possibility of an act.

"I should go," asserts obligation to perform an act.

"I might go," asserts liberty to perform an act.

"I could go," asserts power to perform an act.

Neither of the above assertions declares the performance of an act. They assert "*probability*, *power*, *will*, or *obligation*," but no actual event.

The Potential *Present* and *Past* alike assert a *present* probability, prediction, possibility, etc., of a *future* act or event.

EXERCISES

Showing the peculiar uses of Auxiliary Verbs.

(1.)

1 Person.	PREDICATE.			
	Auxiliaries.			Principal.
	2 Mode.	3 Tense.	4 Voice.	5
I.....			am	acting.
		have	been	reading.
		had	been	studying.
	shall		be	singing.
	shall	have	been	talking.
	may		be	fretting.
	may	have	been	
	might		be	
	might	have	been	

(2.)

John...			is	admitted.
		has	been	called.
		had	been	hated.
	will		be	loved.
	will	have	been	noticed.
	may		be	punished.
	may	have	been	
	might		be	
	might	have	been	

☞ Let the Pupil substitute for the Word "John" the following Subjects, and notice what changes in the various Auxiliary Verbs must consequently be made. Thus,

I requires (am—have—shall—shall have.)
 Thou " (art—hast—hadst—wilt—mayst—mightst.)
 They " (are—have.)
 People " (are—have.)
 He " (is—has—will—will have.)

Hence,

Obs.—The practical object of the following Paradigms is to teach the Pupil what are the various changes in the form of the Predicate to correspond to the Subject, and to indicate the various Modes, Tenses, Persons, and Numbers.

PARADIGM OF THE IRREGULAR VERB "Be."

	VERB.	PARTICIPLE.
PRESENT.—	Am or be	being .
PAST.—	Was	been .

INDICATIVE MODE.

Present Tense.

	SINGULAR NUMBER.	PLURAL NUMBER.
<i>First Person</i>	I am.	We are,
<i>Second</i> "	{ Thou art,	{ Ye are,
	{ You are,	{ You are,
<i>Third</i> "	He is,	They are.

Prior Present Tense.

1.	I <i>have been</i> ,	We <i>have been</i> ,
2.	{ Thou <i>hast been</i> ,	{ Ye <i>have been</i> ,
	{ You <i>have been</i> ,	{ You <i>have been</i> ,
3.	He <i>has been</i> ,	They <i>have been</i> .

Past Tense.

1.	I was,	We were,
2.	{ Thou wast,	{ Ye were,
	{ You was,* or were,	{ You were,
3.	He was,	They were.

Prior Past Tense.

1.	I <i>had been</i> ,	We <i>had been</i> ,
2.	{ Thou <i>hadst been</i> ,	{ Ye <i>had been</i> ,
	{ You <i>had been</i> ,	{ You <i>had been</i> ,
3.	He <i>had been</i> ,	They <i>had been</i>

Future Tense.

1.	I <i>shall be</i> ,	We <i>shall be</i> ,
2.	{ Thou <i>will be</i> ,	{ Ye <i>will be</i> ,
	{ You <i>will be</i> ,	{ You <i>will be</i> ,
3.	He <i>will be</i> ,	They <i>will be</i> .

Prior Future Tense.

1.	I <i>shall have been</i> ,	We <i>shall have been</i> ,
2.	{ Thou <i>will have been</i> ,	{ Ye <i>will have been</i> ,
	{ You <i>will have been</i> ,	{ You <i>will have been</i> ,
3.	He <i>will have been</i> ,	They <i>will have been</i> .

* The word *you*—originally Plural—is now used as Singular or Plural. Some Grammarians insist that "*you*, though applied to a single person, requires a Plural Verb; as, *you were*, not *you was*." (See *Buchanan's Gr.*, p. 37; *Brown's*, p. 528.)

Other authors insist that "the Verb must follow the Nominative—if that denotes unity, so does the Verb."—"Why *was* you glad?" (See *Frazer's Grammar*, p. 52; *Webster's Grammar*, p. 25.)

In practice, our best British and American writers disagree, as do the Grammarians.

POTENTIAL MODE.

Present Tense.

SINGULAR.

PLURAL.

- | | |
|----------------------------|----------------------|
| 1. I <i>may</i> be, | We <i>may</i> be, |
| 2. { Thou <i>mayst</i> be, | { Ye <i>may</i> be, |
| { You <i>may</i> be, | { You <i>may</i> be, |
| 3. He <i>may</i> be, | They <i>may</i> be. |

Prior Present Tense.

- | | |
|------------------------------------|------------------------------|
| 1. I <i>may have been</i> , | We <i>may have been</i> , |
| 2. { Thou <i>mayst have been</i> , | { Ye <i>may have been</i> , |
| { You <i>may have been</i> , | { You <i>may have been</i> , |
| 3. He <i>may have been</i> , | They <i>may have been</i> . |

Past Tense.

- | | |
|------------------------------|------------------------|
| 1. I <i>might</i> be, | We <i>might</i> be, |
| 2. { Thou <i>mightst</i> be, | { Ye <i>might</i> be, |
| { You <i>might</i> be, | { You <i>might</i> be, |
| 3. He <i>might</i> be, | They <i>might</i> be. |

Prior Past Tense.

- | | |
|--------------------------------------|--------------------------------|
| 1. I <i>might have been</i> , | We <i>might have been</i> , |
| 2. { Thou <i>mightst have been</i> , | { Ye <i>might have been</i> , |
| { You <i>might have been</i> , | { You <i>might have been</i> , |
| 3. He <i>might have been</i> , | They <i>might have been</i> . |

SUBJUNCTIVE MODE.

Present Tense.

- | | |
|------------------|--------------|
| 1. If I be, | If we be, |
| 2. { If thou be, | { If ye be, |
| { If you be, | { If you be, |
| 3. If he be, | If they be. |

Past Tense.

- | | |
|--------------------|----------------|
| 1. If I were, | If we were, |
| 2. { If thou wert, | { If ye were, |
| { If you were, | { If you were, |
| 3. If he were, | If they were. |

IMPERATIVE MODE.

Present Tense.

- | | |
|-------------------------|---------------------------------|
| 2. { Be thou, <i>or</i> | { Be ye, <i>or Do ye be</i> , |
| { Do thou be, | { Be you, <i>or Do you be</i> . |

INFINITIVE MODE.

Present Tense To be.

Prior Present Tense To have been.

PARTICIPLES.

Present Being.

Past Been.

Prior Present Having been.

FORMULÆ OF REGULAR VERBS.

TRANSITIVE VERB—"Recite."

ACTIVE VOICE.

The Principal Parts of this Verb are—

	VERB.	PARTICIPLE.
<i>Present Tense</i>	Recite	Reciting .
<i>Past Tense</i>	Recited	Recited .

INDICATIVE MODE.

Present Tense.

SIMPLE FORM.		PROGRESSIVE FORM.
SINGULAR.		
1.	I recite,	I <i>am</i> reciting,
2.	{ Thou recitest,	{ Thou <i>art</i> reciting,
	{ You recite,	{ You <i>are</i> reciting,
3.	He recites,	He <i>is</i> reciting.
PLURAL.		
1.	We recite,	We <i>are</i> reciting,
2.	{ Ye recite,	{ Ye <i>are</i> reciting,
	{ You recite,	{ You <i>are</i> reciting,
3.	They recite,	They <i>are</i> reciting.

Prior Present Tense.

SINGULAR.		
1.	I <i>have</i> recited,	I <i>have been</i> reciting,
2.	{ Thou <i>hast</i> recited,	{ Thou <i>hast been</i> reciting,
	{ You <i>have</i> recited,	{ You <i>have been</i> reciting,
3.	He <i>has</i> recited,	He <i>has been</i> reciting.
PLURAL.		
1.	We <i>have</i> recited,	We <i>have been</i> reciting,
2.	{ Ye <i>have</i> recited,	{ Ye <i>have been</i> reciting,
	{ You <i>have</i> recited,	{ You <i>have been</i> reciting,
3.	They <i>have</i> recited,	They <i>have been</i> reciting.

Past Tense.

SINGULAR.

- | | |
|----------------------|---|
| 1. I recited, | I <i>was</i> reciting, |
| 2. { Thou recitedst, | { Thou <i>wast</i> reciting, |
| { You recited, | { You <i>was</i> or <i>were</i> reciting, |
| 3. He recited, | He <i>was</i> reciting. |

PLURAL.

- | | |
|------------------|-----------------------------|
| 1. We recited, | We <i>were</i> reciting, |
| 2. { Ye recited, | { Ye <i>were</i> reciting, |
| { You recited, | { You <i>were</i> reciting, |
| 3. They recited, | They <i>were</i> reciting. |

Prior Past Tense.

SINGULAR.

- | | |
|---------------------------------|------------------------------------|
| 1. I <i>had</i> recited, | I <i>had been</i> reciting, |
| 2. { Thou <i>hadst</i> recited, | { Thou <i>hadst been</i> reciting, |
| { You <i>had</i> recited, | { You <i>had been</i> reciting, |
| 3. He <i>had</i> recited, | He <i>had been</i> reciting. |

PLURAL.

- | | |
|-----------------------------|---------------------------------|
| 1. We <i>had</i> recited, | We <i>had been</i> reciting, |
| 2. { Ye <i>had</i> recited, | { Ye <i>had been</i> reciting, |
| { You <i>had</i> recited, | { You <i>had been</i> reciting, |
| 3. They <i>had</i> recited, | They <i>had been</i> reciting. |

Future Tense.

SINGULAR.

- | | |
|-------------------------------|--------------------------------|
| 1. I <i>shall</i> recite, | I <i>shall be</i> reciting, |
| 2. { Thou <i>will</i> recite, | { Thou <i>will be</i> reciting |
| { You <i>will</i> recite, | { You <i>will be</i> reciting, |
| 3. He <i>will</i> recite, | He <i>will be</i> reciting. |

PLURAL.

- | | |
|-----------------------------|--------------------------------|
| 1. We <i>shall</i> recite, | We <i>shall be</i> reciting, |
| 2. { Ye <i>will</i> recite, | { Ye <i>will be</i> reciting, |
| { You <i>will</i> recite, | { You <i>will be</i> reciting, |
| 3. They <i>will</i> recite, | They <i>will be</i> reciting. |

Prior Future Tense.

SINGULAR.

- | | |
|-------------------------------------|--|
| 1. I <i>shall have</i> recited, | I <i>shall have been</i> reciting, |
| 2. { Thou <i>will have</i> recited, | { Thou <i>will have been</i> reciting, |
| { You <i>will have</i> recited, | { You <i>will have been</i> reciting, |
| 3. He <i>will have</i> recited, | He <i>will have been</i> reciting. |

PLURAL.

- | | |
|-----------------------------------|---------------------------------------|
| 1. We <i>shall have</i> recited, | We <i>shall have been</i> reciting, |
| 2. { Ye <i>will have</i> recited, | { Ye <i>will have been</i> reciting, |
| { You <i>will have</i> recited, | { You <i>will have been</i> reciting, |
| 3. They <i>will have</i> recited, | They <i>will have been</i> reciting. |

POTENTIAL MODE.

Present Tense.

SINGULAR.

- | | |
|--------------------------------|----------------------------------|
| 1. I <i>may</i> recite, | I <i>may be</i> reciting, |
| 2. { Thou <i>mayst</i> recite, | { Thou <i>mayst be</i> reciting, |
| { You <i>may</i> recite, | { You <i>may be</i> reciting, |
| 3. He <i>may</i> recite, | He <i>may be</i> reciting. |

PLURAL.

- | | |
|----------------------------|-------------------------------|
| 1. We <i>may</i> recite, | We <i>may be</i> reciting, |
| 2. { Ye <i>may</i> recite, | { Ye <i>may be</i> reciting, |
| { You <i>may</i> recite, | { You <i>may be</i> reciting, |
| 3. They <i>may</i> recite, | They <i>may be</i> reciting |

Prior Present Tense.

SINGULAR.

- | | |
|--------------------------------------|---|
| 1. I <i>may have</i> recited, | I <i>may have been</i> reciting, |
| 2. { Thou <i>mayst have</i> recited, | { Thou <i>mayst have been</i> reciting, |
| { You <i>may have</i> recited, | { You <i>may have been</i> reciting, |
| 3. He <i>may have</i> recited, | He <i>may have been</i> reciting. |

PLURAL.

- | | |
|----------------------------------|--------------------------------------|
| 1. We <i>may have</i> recited, | We <i>may have been</i> reciting |
| 2. { Ye <i>may have</i> recited, | { Ye <i>may have been</i> reciting, |
| { You <i>may have</i> recited, | { You <i>may have been</i> reciting, |
| 3. They <i>may have</i> recited, | They <i>may have been</i> reciting. |

Past Tense.

SINGULAR.

- | | |
|---------------------------------|------------------------------------|
| 1. I <i>might</i> recite, | I <i>might be</i> reciting, |
| 2. { Thou <i>mightst</i> recite | { Thou <i>mightst be</i> reciting, |
| { You <i>might</i> recite, | { You <i>might be</i> reciting, |
| 3. He <i>might</i> recite, | He <i>might be</i> reciting. |

PLURAL.

- | | |
|------------------------------|---------------------------------|
| 1. We <i>might</i> recite, | We <i>might be</i> reciting, |
| 2. { Ye <i>might</i> recite, | { Ye <i>might be</i> reciting, |
| { You <i>might</i> recite, | { You <i>might be</i> reciting, |
| 3. They <i>might</i> recite, | They <i>might be</i> reciting. |

Prior Past Tense.

SINGULAR.

- | | |
|--|---|
| 1. I <i>might have</i> recited, | I <i>might have been</i> reciting, |
| 2. { Thou <i>mightst have</i> recited, | { Thou <i>mightst have been</i> reciting, |
| { You <i>might have</i> recited, | { You <i>might have been</i> reciting, |
| 3. He <i>might have</i> recited, | He <i>might have been</i> reciting. |

PLURAL.

- | | |
|------------------------------------|--|
| 1. We <i>might have</i> recited, | We <i>might have been</i> reciting, |
| 2. { Ye <i>might have</i> recited, | { Ye <i>might have been</i> reciting, |
| { You <i>might have</i> recited, | { You <i>might have been</i> reciting, |
| 3. They <i>might have</i> recited, | They <i>might have been</i> reciting. |

SUBJUNCTIVE MODE.

Present Tense.

SINGULAR.

- | | |
|----------------------|-------------------------------|
| 1. If I recite, | If I <i>be</i> reciting, |
| 2. { If thou recite, | { If thou <i>be</i> reciting, |
| { If you recite, | { If you <i>be</i> reciting, |
| 3. If he recite, | If he <i>be</i> reciting. |

PLURAL.

- | | |
|--------------------|------------------------------|
| 1. If we recite, | If we <i>be</i> reciting, |
| 2. { If ye recite, | { If ye <i>be</i> reciting, |
| { If you recite, | { If you <i>be</i> reciting, |
| 3. If they recite, | If they <i>be</i> reciting. |

Past Tense.

SINGULAR.

- | | |
|---------------------------|-------------------------------------|
| 1. Though I recited, | Though I <i>were</i> reciting, |
| 2. { Though thou recited, | { Though thou <i>were</i> reciting, |
| { Though you recited, | { Though you <i>were</i> reciting, |
| 3. Though he recited, | Though he <i>were</i> reciting. |

PLURAL.

- | | |
|-------------------------|------------------------------------|
| 1. Though we recited, | Though we <i>were</i> reciting, |
| 2. { Though ye recited, | { Though ye <i>were</i> reciting, |
| { Though you recited, | { Though you <i>were</i> reciting, |
| 3. Though they recited, | Though they <i>were</i> reciting. |

IMPERATIVE MODE.

Present Tense.

SINGULAR.

- | | |
|----------------------|-------------------------------|
| 2. { Recite thou, or | { <i>Be</i> thou reciting, or |
| { Do thou recite, | { Do thou <i>be</i> reciting. |

PLURAL.

- | | |
|---------------------------|-----------------------------|
| 2. { Recite ye or you, or | { <i>Be</i> ye reciting, or |
| { Do ye or you recite, | { Do ye <i>be</i> reciting. |

INFINITIVE MODE.

Present.

To recite, To *be* reciting.

Prior Present.

To *have* recited, To *have been* reciting.

PARTICIPLES.

Present.

Reciting.

Prior Present.

Having recited, *Having been* reciting.

PARADIGM OF THE VERB "**Love.**"

ACTIVE VOICE.

Love. Loving.

PASSIVE VOICE.

Loved. Loved.

INDICATIVE MODE.

Present Tense.

SINGULAR.

1. I love,
2. { Thou lovest,
- { You love,
3. He loves,

I *am* loved,
 { Thou *art* loved,
 { You *are* loved,
 He *is* loved.

PLURAL.

1. We love,
2. { Ye love,
- { You love,
3. They love,

We *are* loved,
 { Ye *are* loved,
 { You *are* loved,
 They *are* loved.

Prior Present Tense.

SINGULAR.

1. I *have* loved,
2. { Thou *hast* loved,
- { You *have* loved,
3. He *has* loved,

I *have been* loved,
 { Thou *hast been* loved,
 { You *have been* loved,
 He *has been* loved.

PLURAL.

1. We *have* loved,
2. { Ye *have* loved,
- { You *have* loved,
3. They *have* loved,

We *have been* loved,
 { Ye *have been* loved,
 { You *have been* loved,
 They *have been* loved.

Past Tense.

SINGULAR.

1. I loved,
2. { Thou lovedst,
- { You loved,
3. He loved,

I *was* loved,
 { Thou *wast* loved,
 { You *was or were* loved,
 He *was* loved.

PLURAL.

1. We loved,
2. { Ye loved,
- { You loved,
3. They loved,

We *were* loved,
 { Ye *were* loved,
 { You *were* loved,
 They *were* loved.

Prior Past Tense.

SINGULAR.

1. I *had* loved,
2. { Thou *hadst* loved,
- { You *had* loved,
3. He *had* loved,

I *had been* loved,
 { Thou *hadst been* loved,
 { You *had been* loved,
 He *had been* loved.

PLURAL.

- | | |
|----------------------------|------------------------------|
| 1. We <i>had</i> loved, | We <i>had been</i> loved, |
| 2. { Ye <i>had</i> loved, | { Ye <i>had been</i> loved, |
| 3. { You <i>had</i> loved, | { You <i>had been</i> loved, |
| 3. They <i>had</i> loved, | They <i>had been</i> loved. |

Future Tense.

SINGULAR.

- | | |
|-----------------------------|------------------------------|
| 1. I <i>shall</i> love, | I <i>shall be</i> loved, |
| 2. { Thou <i>will</i> love, | { Thou <i>will be</i> loved, |
| 3. { You <i>will</i> love, | { You <i>will be</i> loved, |
| 3. He <i>will</i> love, | He <i>will be</i> loved. |

PLURAL.

- | | |
|----------------------------|-----------------------------|
| 1. We <i>shall</i> love, | We <i>shall be</i> loved, |
| 2. { Ye <i>will</i> love, | { Ye <i>will be</i> loved, |
| 3. { You <i>will</i> love, | { You <i>will be</i> loved, |
| 3. They <i>will</i> love, | They <i>will be</i> loved. |

Prior Future Tense.

SINGULAR.

- | | |
|-----------------------------------|-------------------------------------|
| 1. I <i>shall have</i> loved, | I <i>shall have been</i> loved, |
| 2. { Thou <i>will have</i> loved, | { Thou <i>will have been</i> loved, |
| 3. { You <i>will have</i> loved, | { You <i>will have been</i> loved, |
| 3. He <i>will have</i> loved, | He <i>will have been</i> loved. |

PLURAL.

- | | |
|----------------------------------|------------------------------------|
| 1. We <i>shall have</i> loved, | We <i>shall have been</i> loved, |
| 2. { Ye <i>will have</i> loved, | { Ye <i>will have been</i> loved, |
| 3. { You <i>will have</i> loved, | { You <i>will have been</i> loved, |
| 3. They <i>will have</i> loved, | They <i>will have been</i> loved. |

POTENTIAL MODE.

Present Tense.

SINGULAR.

- | | |
|------------------------------|-------------------------------|
| 1. I <i>may</i> love, | I <i>may be</i> loved, |
| 2. { Thou <i>mayst</i> love, | { Thou <i>mayst be</i> loved, |
| 3. { You <i>may</i> love, | { You <i>may be</i> loved, |
| 3. He <i>may</i> love, | He <i>may be</i> loved. |

PLURAL.

- | | |
|---------------------------|----------------------------|
| 1. We <i>may</i> love, | We <i>may be</i> loved, |
| 2. { Ye <i>may</i> love, | { Ye <i>may be</i> loved, |
| 3. { You <i>may</i> love, | { You <i>may be</i> loved, |
| 3. They <i>may</i> love, | They <i>may be</i> loved. |

Prior Present Tense.**SINGULAR.**

- | | |
|-------------------------------------|---------------------------------------|
| 1. I <i>may have loved</i> , | I <i>may have been loved</i> , |
| 2. { Thou <i>mayst have loved</i> , | { Thou <i>mayst have been loved</i> , |
| { You <i>may have loved</i> , | { You <i>may have been loved</i> , |
| 3. He <i>may have loved</i> , | He <i>may have been loved</i> . |

PLURAL.

- | | |
|---------------------------------|------------------------------------|
| 1. We <i>may have loved</i> , | We <i>may have been loved</i> , |
| 2. { Ye <i>may have loved</i> , | { Ye <i>may have been loved</i> , |
| { You <i>may have loved</i> , | { You <i>may have been loved</i> , |
| 3. They <i>may have loved</i> , | They <i>may have been loved</i> . |

Past Tense.**SINGULAR.**

- | | |
|-------------------------------|----------------------------------|
| 1. I <i>might love</i> , | I <i>might be loved</i> , |
| 2. { Thou <i>mightst love</i> | { Thou <i>mightst be loved</i> , |
| { You <i>might love</i> , | { You <i>might be loved</i> , |
| 3. He <i>might love</i> , | He <i>might be loved</i> . |

PLURAL.

- | | |
|-----------------------------|-------------------------------|
| 1. We <i>might love</i> , | We <i>might be loved</i> , |
| 2. { Ye <i>might love</i> , | { Ye <i>might be loved</i> , |
| { You <i>might love</i> , | { You <i>might be loved</i> , |
| 3. They <i>might love</i> , | They <i>might be loved</i> . |

Prior Past Tense.**SINGULAR.**

- | | |
|---------------------------------------|---|
| 1. I <i>might have loved</i> , | I <i>might have been loved</i> , |
| 2. { Thou <i>mightst have loved</i> , | { Thou <i>mightst have been loved</i> , |
| { You <i>might have loved</i> , | { You <i>might have been loved</i> , |
| 3. He <i>might have loved</i> , | He <i>might have been loved</i> . |

PLURAL.

- | | |
|-----------------------------------|--------------------------------------|
| 1. We <i>might have loved</i> , | We <i>might have been loved</i> , |
| 2. { Ye <i>might have loved</i> , | { Ye <i>might have been loved</i> , |
| { You <i>might have loved</i> , | { You <i>might have been loved</i> , |
| 3. They <i>might have loved</i> , | They <i>might have been loved</i> . |

SUBJUNCTIVE MODE.**Present Tense.****SINGULAR.**

- | | |
|----------------------------|-----------------------------|
| 1. If I <i>love</i> , | If I <i>be loved</i> , |
| 2. { If thou <i>love</i> , | { If thou <i>be loved</i> , |
| { If you <i>love</i> , | { If you <i>be loved</i> , |
| 3. If he <i>love</i> , | If he <i>be loved</i> . |

FLURAL.

1. If we love,	If we <i>be</i> loved,
2. { If ye love,	{ If ye <i>be</i> loved,
{ If you love,	{ If you <i>be</i> loved,
3. If they love,	If they <i>be</i> loved.

1. If I loved,	<i>If I were loved,</i>
2. { If thou loved,	{ <i>If thou wert loved,</i>
{ If you loved,	{ <i>If you were loved,</i>
3. If he loved.	<i>If he were loved.</i>

1.	If we loved,		If <i>we were</i> loved,
2.	{ If ye loved,		{ If ye <i>were</i> loved,
	{ If you loved,		{ If you <i>were</i> loved,
3.	If they loved.		If they <i>were</i> loved.

1. { Love thou, *or*
 { *Do* thou love.

2. { Love ye, *or*
 { Do ye love.

To love. **To be loved.**

To *have* loved. **To *have been* loved.**

Loving. **Being loved.**

Having loved. *Having been loved.*

Loved.

SYNOPSIS OF THE VERB “**Study.**”

ACTIVE VOICE.

INDICATIVE MODE.

First Person.

DECLARATIVE FORM.

DECLARATIVE FORM—*Negative.*

PRESENT.....	I study	I study not, or I do not study.
PRIOR PRESENT.	I have studied.....	I have not studied.
PAST	I studied	I studied not, or I did not study.
PRIOR PAST....	I had studied	I had not studied.
FUTURE	I shall study.....	I shall not study.
PRIOR FUTURE..	I shall have studied.	I shall not have studied.

POTENTIAL MODE.

PRESENT.....	I may study.....	I may not study.
PRIOR PRESENT.	I may have studied.	I may not have studied.
PAST	I might study.....	I might not study.
PRIOR PAST....	I might have studied.	I might not have studied.

SUBJUNCTIVE MODE.

PRESENT.....	If I study	If I study not.
PAST	If I studied.....	If I studied not.

IMPERATIVE MODE.

Second Person.

PRESENT.....	Study, or	} {	Study not, or Do not study.
“	Do thou study,		

INFINITIVE MODE.

PRESENT.....	To study.....	Not to study.
PRIOR PRESENT.	To have studied....	Not to have studied.

PARTICIPLES.

SIMPLE	Studying.....	Not studying, or studying not.
COMPOUND	Having studied....	Not having studied.

SYNOPSIS OF THE VERB "**Turn.**"

ACTIVE VOICE.

INDICATIVE MODE.

	DECLARATIVE FORM.	INTERROGATIVE FORM.
PRESENT.....	I turn.....	Do I turn?
PRIOR PRESENT....	I have turned.....	Have I turned?
PAST	I turned.....	Did I turn?
PRIOR PAST.....	I had turned.....	Had I turned?
FUTURE	I shall turn	Shall I turn?
PRIOR FUTURE....	I shall have turned.....	Shall I have turned?

POTENTIAL MODE.

PRESENT.....	I may turn.....	May I turn?
PRIOR PRESENT....	I may have turned.....	May I have turned?
PAST	I might turn.....	Might I turn?
PRIOR PAST.....	I might have turned.....	Might I have turned?

SYNOPSIS OF THE VERB "**Sell.**"

PASSIVE VOICE.

Sell.	Sold.	Selling.	Sold.
--------------	--------------	-----------------	--------------

INDICATIVE MODE.

Third Person.

	INTERROGATIVE FORM.	INTERROGATIVE FORM—Negative.
PRESENT.....	Is it sold?.....	Is it not sold?
PRIOR PRESENT....	Has it been sold?.....	Has it not been sold?
PAST	Was it sold?.....	Was it not sold?
PRIOR PAST....	Had it been sold?.....	Had it not been sold?
FUTURE	Will it be sold?.....	Will it not be sold?
PRIOR FUTURE..	Will it have been sold? ..	Will it not have been sold?

POTENTIAL MODE.

Third Person.

PRESENT.....	May it be sold?.....	May it not be sold?
PRIOR PRESENT....	May it have been sold?..	May it not have been sold?
PAST	Might it be sold?.....	Might it not be sold?
PRIOR PAST....	Might it have been sold?..	Might it not have been sold?

* The SUBJUNCTIVE, IMPERATIVE, and INFINITIVE MODES are not used in Interrogative Sentences.

PARADIGM OF THE IRREGULAR VERB "See."

See, Saw, Seeing, Seen.

DECLARATIVE FORM.

INTERROGATIVE FORM.

INDICATIVE MODE.

Present Tense.

SINGULAR.

- | | |
|------------------|---------------|
| 1. I see, | See I? |
| 2. { Thou seest, | { Seest thou? |
| { You see, | { See you? |
| 3. He sees. | Sees he? |

PLURAL.

- | | |
|--------------|------------|
| 1. We see, | See we? |
| 2. { Ye see, | { See ye? |
| { You see, | { See you? |
| 3. They see. | See they? |

OBS.—The above is the *Simple* form, which, in Interrogative Sentences, is not much used, the *Intensive* form being commonly employed. Thus,

Present Tense.

SINGULAR.

- | | |
|----------------------------|------------------|
| 1. I <i>do</i> see, | Do I see? |
| 2. { Thou <i>dost</i> see, | { Dost thou see? |
| { You <i>do</i> see, | { Do you see? |
| 3. He <i>does</i> see. | Does he see? |

PLURAL.

- | | |
|------------------------|---------------|
| 1. We <i>do</i> see, | Do we see? |
| 2. { Ye <i>do</i> see, | { Do ye see? |
| { You <i>do</i> see, | { Do you see? |
| 3. They <i>do</i> see. | Do they see? |

Prior Present Tense.

SINGULAR.

- | | |
|-----------------------------|-------------------|
| 1. I <i>have</i> seen, | Have I seen? |
| 2. { Thou <i>hast</i> seen, | { Hast thou seen? |
| { You <i>have</i> seen, | { Have you seen? |
| 3. He <i>has</i> seen. | Has he seen? |

PLURAL.

- | | |
|---------------------------|------------------|
| 1. We <i>have</i> seen, | Have we seen? |
| 2. { Ye <i>have</i> seen, | { Have ye seen? |
| { You <i>have</i> seen, | { Have you seen? |
| 3. They <i>have</i> seen. | Have they seen? |

Past Tense.—Simple Form.

SINGULAR.

- | | |
|-------------------|----------------|
| 1. I saw, | Saw I? |
| 2. { Thou sawest, | { Sawest thou? |
| { You saw, | { Saw you? |
| 3. He saw. | Saw he? |

PLURAL.

- | | |
|--------------|------------|
| 1. We saw, | Saw we? |
| 2. { Ye saw, | { Saw ye? |
| { You saw, | { Saw you? |
| 3. They saw. | Saw they? |

Past Tense.—Intensive Form.

SINGULAR.

- | | |
|-----------------------------|--------------------------|
| 1. I <i>did</i> see, | <i>Did</i> I see? |
| 2. { Thou <i>didst</i> see, | { <i>Didst</i> thou see? |
| { You <i>did</i> see, | { <i>Did</i> you see? |
| 3. He <i>did</i> see. | <i>Did</i> he see? |

PLURAL.

- | | |
|-------------------------|-----------------------|
| 1. We <i>did</i> see, | { <i>Did</i> we see? |
| 2. { Ye <i>did</i> see, | { <i>Did</i> ye see? |
| { You <i>did</i> see, | { <i>Did</i> you see? |
| 3. They <i>did</i> see. | <i>Did</i> they see? |

Prior Past Tense.

SINGULAR.

- | | |
|------------------------------|---------------------------|
| 1. I <i>had</i> seen, | <i>Had</i> I seen? |
| 2. { Thou <i>hadst</i> seen, | { <i>Hadst</i> thou seen? |
| { You <i>had</i> seen, | { <i>Had</i> you seen? |
| 3. He <i>had</i> seen. | <i>Had</i> he seen? |

PLURAL.

- | | |
|--------------------------|------------------------|
| 1. We <i>had</i> seen, | <i>Had</i> we seen? |
| 2. { Ye <i>had</i> seen, | { <i>Had</i> ye seen? |
| { You <i>had</i> seen, | { <i>Had</i> you seen? |
| 3. They <i>had</i> seen. | <i>Had</i> they seen? |

POTENTIAL MODE.

Present Tense.

SINGULAR.

- | | |
|-----------------------------|--------------------------|
| 1. I <i>can</i> see, | <i>Can</i> I see? |
| 2. { Thou <i>canst</i> see, | { <i>Canst</i> thou see? |
| { You <i>can</i> see, | { <i>Can</i> you see? |
| 3. He <i>can</i> see. | <i>Can</i> he see? |

PLURAL.

- | | | |
|----|-----------------------|-----------------------|
| 1. | We <i>can</i> see, | <i>Can</i> we see? |
| 2. | { Ye <i>can</i> see, | { <i>Can</i> ye see? |
| | { You <i>can</i> see, | { <i>Can</i> you see? |
| 3. | They <i>can</i> see. | <i>Can</i> they see? |

Prior Present Tense.

SINGULAR.

- | | | |
|----|--------------------------------|---------------------------------------|
| 1. | I <i>can have</i> seen, | <i>Can</i> I <i>have</i> seen? |
| 2. | { Thou <i>canst have</i> seen, | { <i>Canst</i> thou <i>have</i> seen? |
| | { You <i>can have</i> seen, | { <i>Can</i> you <i>have</i> seen? |
| 3. | He <i>can have</i> seen. | <i>Can</i> he <i>have</i> seen? |

PLURAL.

- | | | |
|----|-----------------------------|------------------------------------|
| 1. | We <i>can have</i> seen, | <i>Can</i> we <i>have</i> seen? |
| 2. | { Ye <i>can have</i> seen, | { <i>Can</i> ye <i>have</i> seen? |
| | { You <i>can have</i> seen, | { <i>Can</i> you <i>have</i> seen? |
| 3. | They <i>can have</i> seen. | <i>Can</i> they <i>have</i> seen? |

Past Tense.

SINGULAR.

- | | | |
|----|----------------------------|----------------------------|
| 1. | I <i>could</i> see, | <i>Could</i> I see? |
| 2. | { Thou <i>couldst</i> see, | { <i>Couldst</i> thou see? |
| | { You <i>could</i> see, | { <i>Could</i> you see? |
| 3. | He <i>could</i> see. | <i>Could</i> he see? |

PLURAL.

- | | | |
|----|-------------------------|-------------------------|
| 1. | We <i>could</i> see, | <i>Could</i> we see? |
| 2. | { Ye <i>could</i> see, | { <i>Could</i> ye see? |
| | { You <i>could</i> see, | { <i>Could</i> you see? |
| 3. | They <i>could</i> see. | <i>Could</i> they see? |

Prior Past Tense.

SINGULAR.

- | | | |
|----|----------------------------------|---|
| 1. | I <i>could have</i> seen, | <i>Could</i> I <i>have</i> seen? |
| 2. | { Thou <i>couldst have</i> seen, | { <i>Couldst</i> thou <i>have</i> seen? |
| | { You <i>could have</i> seen, | { <i>Could</i> you <i>have</i> seen? |
| 3. | He <i>could have</i> seen. | <i>Could</i> he <i>have</i> seen? |

PLURAL.

- | | | |
|----|-------------------------------|--------------------------------------|
| 1. | We <i>could have</i> seen, | <i>Could</i> we <i>have</i> seen? |
| 2. | { Ye <i>could have</i> seen, | { <i>Could</i> ye <i>have</i> seen? |
| | { You <i>could have</i> seen, | { <i>Could</i> you <i>have</i> seen? |
| 3. | They <i>could have</i> seen. | <i>Could</i> they <i>have</i> seen? |

☞ Let the Pupil give the other Modes and Tenses of this Verb—referring to pp. 142–3 for corresponding declarative forms.

EXERCISES.

(I.)

Let the Pupils give the Class, Voice, Mode, Tense, Person, and Number of the following Verbs—and complete the Sentences :

- | | |
|--------------------------------------|--------------------------------|
| 1.—am writing a letter. | 9.—couldst love to study. |
| 2.—are reading poetry. | 10.—has walked to Boston. |
| 3.—didst see the eclipse. | 11.—hast wandered from home. |
| 4.—had known duty. | 12.—shall learn wisdom. |
| 5.—may feel the worm. | 13.—will improve in writing. |
| 6.—ought to study. | 14.—could recite lessons. |
| 7.—couldst have favored him. | 15.—canst be false to any man. |
| 8.—thou love me. | 16.—wish to see home. |
| 17.—wilt have returned my books. | |
| 18.—shall have returned from Europe. | |

(II.)

Repeat the First Person Singular of each Mode and Tense of the following Verbs:

Am,	Eat,	Neglect,	Receive,
Arise,	Fly,	Need,	Reject,
Begin,	Go,	Owe,	Select,
Blow,	Hold,	Ought,	Squander,
Come,	Know,	Practice,	Yoke,
Cut,	Lay,	Purchase,	Touch,
Do,	Lie,	Quiet,	Use,
Drink,	Make,	Qualify,	Wish.

Repeat the Third Person Plural of the same.

(III.)

Let the appropriate Auxiliary Verbs be inserted in the blank spaces indicated.

1. "Now the shades of night — gone."
2. "The bell's deep tones — swelling."
3. "The palace — wrapped in flames."
4. "How — my heart encrusted with the world."
5. "Everything in the life of such persons — misplaced."
6. "Science — raise thee to eminence."
7. "But I alone — guide thee to felicity."
8. "Ten years I — allot to the attainment of knowledge."
9. "A chieftain's vengeance thou — feel."
10. "The injuries of Fortune — not affect the mind."

(IV.)

Let two Auxiliary Verbs be inserted in the following Sentences :

1. John — not — gone to the river.
2. We — — finished our task at five.
3. The earth — — dissolved like snow.
4. How — we — reconciled ?
5. Who — — thought it ?
6. You — — fatigued.
7. He — not — frightened.
8. You — — brought my letters.
9. The boy — — been injured by it.
10. No doctor — — made that man well.

IRREGULAR VERBS.

REM.—The following are the IRREGULAR and the REDUNDANT VERBS of the English language.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Past Participle.</i>
Abide.....	abode,	abiding	abode or abided.*
Am or be.....	was,	being	been.
Arise.....	arose,	arising	arisen.
Awake.....	awoke or awaked,	awaking	awoke or awaked.
Bear	bore or bare,	bearing	born.
Bear, <i>to sus-</i> <i>tain</i>	bore or bare,	bearing	borne,
Beat	beat,	beating	beaten or beat.
Begin	began or begun,	beginning.....	begun.
Behold.....	beheld,	beholding.....	beheld.
Belay	belayed or belaid,	belaying.....	belayed or belaid.
Bend	bent or bended,	bending.....	bent or bended.
Bereave.....	bereft or bereaved,	bereaving.....	bereft or bereaved.
Beset	beset,	besetting.....	beset.
Beseech.....	besought or beseeched,*	beseeching.....	besought or beseeched.*
Bet.....	bet or betted,	betting	bet or betted.*
Betide.....	betided or betid,*	betiding	betided or betid.
Bid..	bade or bid,	bidding.....	bidden or bid.
Bind	bound,	binding.....	bound.
Bite	bit,	biting.....	bitten or bit.
Bleed	bled,	bleeding.....	bled.
Blend	blended or blent,	blending.....	blended or blent.
Bless	blessed or blest,	blessing.....	blessed or blest.
Blow	blew or blowed,	blowing	blowed or blown.
Break.....	broke,	breaking.....	broken.
Breed.....	bred,	breeding.....	breed.
Bring.....	brought,	bringing	brought.

* Obsolete forms.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Past Participle.</i>
Build	built or builded,*	building.....	built or builded.*
Burn.....	burned or burnt,	burning	burned or burnt.
Burst.....	burst or bursted,*	bursting.....	burst or bursted.*
Buy.....	bought,	buying.....	bought.
Cast.....	cast,	casting	cast.
Catch.....	caught or catched,*	catching.....	caught or catched.*
Chide.....	chid,	chiding.....	chidden or chid.
Choose.....	chose.	choosing.....	chosen.
Cleave.....	clove or cleft,	cleaving.....	cloven or cleft,
Cleave.....	cleaved or clave,	cleaving.....	cleaved.
Cling.....	clung,	clinging.....	clung.
Clothe.....	clothed or clad,	clothing.....	clothed or clad.
Come.....	came,	coming.....	come,
Cost.....	cost,	costing.....	cost.
Creep.....	crept or creeped,*	creeping.....	crept or creeped.*
Crow.....	crowed or crew,	crowing.....	crowed.
Curse.....	cursed or curst,*	cursing.....	cursed or curst.*
Cut.....	cut,	cutting.....	cut.
Dare.....	dared or durst,	daring.....	dared or durst.
Deal.....	dealt or dealed,*	dealing.....	dealt or dealed.*
Dig.....	dug or digged,*	digging.....	dug or digged.*
Dive.....	dived or dove,	diving.....	dived or diven.
Do.....	did,	doing.....	done.
Draw.....	drew,	drawing.....	drawn.
Dream.....	dreamed or dreamt,	dreaming.....	dreamed or dreamt.
Dress.....	dressed or drest,	dressing.....	dressed or drest.
Drink.....	drank,	drinking.....	drunk or drank.
Drive.....	drove,	driving.....	driven.
Dwell.....	dwelt or dwelled,*	dwelling.....	dwelt or dwelled.*
Eat.....	ate or eat,*	eating.....	eaten or eat.*
Fall.....	fell,	falling.....	fallen.
Feed.....	fed,	feeding.....	fed.
Feel.....	felt,	feeling.....	felt.
Fight.....	fought,	fighting.....	fought.
Find.....	found,	finding.....	found.
Flee.....	fled,	fleeing.....	fled.
Fling.....	flung,	flinging.....	flung.
Fly.....	flew,	flying.....	flown.
Forbear.....	forbore,	forbearing.....	forborne.
Forget.....	forgot or forgat,	forgetting.....	forgotten or forgot.
Forsake.....	forsook,	forsaking.....	forsaken.
Freeze.....	froze or freezed,*	freezing.....	frozen or freezed.*
Geld.....	gelded or gelt,*	gelding.....	gelded or gelt.*
Get.....	got or gat,*	getting.....	got or gotten.*
Gild.....	gilded or gilt,	gilding.....	gilded or gilt.
Girt.....	girded or girt,	girding.....	girded or girt.
Give.....	gave,	giving.....	given.
Go.....	went,	going.....	gone.
Grave.....	graved,	graving.....	graved or graven.
Grind.....	ground,	grinding.....	ground.
Grow.....	grew,	growing.....	grown.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Past Participle.</i>
Hang.....	hung or hanged,	hanging.....	hung or hanged.
Have	had,	having.....	had.
Hear	heard,	hearing.....	heard.
Heave	heaved or hove,*	heaving.....	heaved or hoven.*
Hew	hewed,	hewing.....	hewed or hewn.
Hide	hid,	hiding.....	hidden or hid.
Hit	hit,	hitting.....	hit.
Hold.....	held,	holding.....	held or holden.*
Hurt.....	hurt,	hurting.....	hurt.
Keep	kept,	keeping.....	kept.
Kneel.....	kneeled or knelt,	kneeling.....	kneeled or knelt.
Knit	knit or knitted,	knitting.....	knit or knitted.
Know.....	knew,	knowing.....	known.
Lade.....	laded,	lading.....	laded or laden.
Lay	laid or layed,	laying.....	laid or layed.*
Lead	led,	leading.....	led.
Lean.....	leaned or leant,	leaning.....	leaned or leant.
Leap.....	leaped or leapt,	leaping.....	leaped or leapt.
Learn	learned or learnt,	learning.....	learned or learnt.
Leave	left,	leaving.....	left.
Lend	lent,	lending.....	lent.
Let	let,	letting.....	let.
Lie	lay,	lying.....	lain.
Light.....	lighted or lit,	lighting.....	lighted or lit.
Lose	lost,	losing.....	lost.
Make	made,	making.....	made.
Mean	meant or meant,*	meaning.....	meant or meant.*
Meet	met,	meeting.....	met.
Mow	mowed,	mowing.....	mowed or mown.
Mulct.....	mulcted or mulct,*	mulcting.....	mulcted or mulct.*
Outdo.....	outdid,	outdoing.....	outdone.
Pass	passed or past,	passing.....	passed or past.
Pay	paid or paid,*	paying.....	paid or paid.*
Pen	penned or pent,*	penning.....	penned or pent.*
Plead.....	pled or pleaded,	pleading.....	pled or pleaded.
Prove	proved,	proving.....	proved or proven.
Put	put,	putting.....	put.
Quit	quitted or quit,	quitting.....	quitted or quit.
Rap	rapped or rapt,	rapping.....	rapped or rapt.
Read.....	read,	reading.....	read.
Rend	rent,	rending.....	rent.
Rid	rid,	ridding.....	rid.
Ride	rode,	riding.....	rode or ridden.
Ring	rung or rang,	ringing.....	rung.
Rise	rose,	rising.....	risen.
Rive	rived,	riving.....	riven or rived.
Roast.....	roasted or roast,	roasting.....	roasted or roast.
Rot	rotted,	rotting.....	rotten or rotted.
Run	ran or run,	running.....	run.
Saw	sawed,	sawing.....	sawn or sawed.
Say	said,	saying.....	said.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Past Participle.</i>
See	saw,	seeing	seen.
Seek	sought,	seeking.....	sought.
Sell.....	sold,	selling.....	sold.
Send	sent,	sending	sent.
Set	set,	setting	set.
Shake	shook or shook,*	shaking	shaken or shook.*
Shape	shaped,	shaping	shaped or shapen.
Shave.....	shaved,	shaving	shaved or shaven.
Shear.....	sheared,	shearing	sheared or shorn.
Shed.....	shed,	shedding.....	shed.
Shine	shone or shined,	shining.....	shined or shone.
Show	showed,	showing.....	showed or shown.
Shoe	shod,	shoeing.....	shod.
Shoot	shot,	shooting.....	shot.
Shred.....	shred,	shredding.....	shred.
Shrink	shrank,	shrinking.....	shrunk.
Shut.....	shut,	shutting.....	shut.
Sing	sung or sang,	singing.....	sung.
Sink	sunk or sank,	sinking.....	sunk.
Sit	sat,	sitting.....	sat.
Slay	slew,	slaying.....	slain.
Sleep	slept,	sleeping.....	slept.
Slide	slid,	sliding	slidden or slid.
Sling	slung,	slinging.....	slung.
Slink	slunk,	slinking.....	slunk.
Slit.....	slitted or slit,	slitting.....	slitted or slit.
Smell.....	smelled or smelt,	smelling.....	smelled or smelt.
Smite	smote,	smiting.....	smitten or smit.
Sow	sowed,	sowing.....	sowed or sown.
Speak	spoke or spake,	speaking.....	spoken.
Speed.....	sped,	speeding.....	sped.
Spell	spelled or spelt,	spelling.....	spelled or spelt.
Spend	spent,	spending.....	spent.
Spill.....	spilled or spilt,	spilling.....	spilled or spilt.
Spin.....	spun,	spinning.....	spun.
Spit	spit or spat,*	spitting.....	spit.
Split.....	split,	splitting.....	split.
Spoil.....	spoiled or spoilt,	spoiling.....	spoiled or spoilt.
Spread.....	spread,	spreading.....	spread.
Spring.....	sprung or sprang,	springing.....	sprung.
Stand.....	stood,	standing.....	stood.
Stave	stove or staved,	staving.....	stove or staved.
Stay	staid or stayed,*	staying	staid or stayed.*
Steal	stole,	stealing.....	stolen.
Stick	stuck,	sticking.....	stuck.
Sting	stung,	stinging.....	stung.
Stink	stunk or stank,*	stinking.....	stunk.
Stride	strode or strid,	striding.....	stridden.
Strike	struck,	striking.....	struck or stricken.
String	strung or stringed,	stringing.....	strung or stringed.
Strive	strove,	striving.....	striven.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Past Participle.</i>
Strow	strowed,	strowing	strowed or strown.
Swear	swore,	swearing....	sworn.
Sweat	sweated or sweat	sweating	sweated or sweat.
Sweep	swept,	sweeping.....	swept.
Swell	swelled,	swelling	swelled or swollen.
Swim	swam,	swimming.....	swam.
Swing	swung,	swinging.....	swung.
Take	took,	taking.....	taken.
Teach.....	taught,	teaching	taught.
Tear	tore,	tearing.....	torn.
Tell	told,	telling.....	told.
Think	thought,	thinking	thought.
Thrive	thrived or throve,	thriving.....	thrived or thriven.
Throw	threw or throwed,	throwing.....	thrown or throwed.
Thrust	thrust,	thrusting	thrust.
Tread	trod,	treading.....	trodden or trod.
Wake.....	waked or woke,	waking	waked or woke.
Wax	waxed,	waxing	waxed or waxen.
Wear	wore,	wearing.....	worn.
Weave	wove,	weaving	woven or wove.
Wed	wedded or wed,	wedding.....	wedded or wed.
Weep.....	wept,	weeping.....	wept.
Wet	wet or wetted, :	wetting	wet or wetted.
Whet	whetted or whet,	whetting.....	whetted or whet.
Win	won,	winning	won.
Wind.....	wound or winded,*	winding.....	wound or winded.
Work	worked or wrought,	working	worked or wrought.
Wring.....	wrung or wringed,	wriling.....	wringed or wrung.
Write	wrote,	writing.....	written or writ.

OBS. 1.—Words in the above list, marked with a (*), are not much used by modern writers.

OBS. 2.—A Verb often has a Preposition or other prefix placed before it; the conjugation, however, remains the same.

EXAMPLES.

Take	took	taken.
Mistake.....	mistook.....	mistaken.
Overtake.....	overtook..	overtaken.
Misunderstand.....	misunderstood	misunderstood.

REM.—The class should repeat this list *in concert*—prefixing to each Verb one of the Personal Pronouns. For the Third Person a Noun may be used—thus :

I write	I wrote	I have written.....	having written.
You tread	you trod.....	you have trod	having trod.
He sweeps	he swept.....	he has swept.....	having swept.
John does.....	John did.....	John has done.....	having done.
Men sit	men sat	men have sat	having sat.
Some hear.....	some heard.....	some have heard	having heard.
They see	they saw	they are seen	being seen.

To the Transitive Verbs, Objects may be attached—thus :

We saw wood.....we sawed wood.....we have sawn wood.
 Birds build nests.....birds built nests.....birds have built nests.
 John writes letters.....John wrote letters.....John will write letters.
 Thou seest me.....thou sawest me.....thou wilt see me.

Other variations in these concert exercises may be profitable—such as placing the words *now*, *to-day*, etc., after the Present—*yesterday*, etc., after the Past Tense—and *heretofore*, *recently*, etc., after the Prior Present—thus :

I begin to-day.....I began yesterday.....I have begun recently.
 The wind blows now.....the wind blew then.....the wind has blown often.
 The bell rings often.....the bell rang lately.....the bell will ring to-morrow.
 William writes now.....William wrote then.....William will write often.

UNIPERSONAL VERBS.

DEF. 150.—A **Unipersonal Verb** is a Verb used only as the Predicate of the Indefinite Pronoun "*it*."

EXAMPLES.—It snows.—It rains.—It seems.—It becomes.—It behooves.—It is evident.

Metinks is an anomalous form of the Verb *think*.

EXERCISES FOR REVIEW.

REM.—Let the Pupil give the *Voice*, *Mode*, *Tense*, *Person*, and *Number* of the Verbs in the following Sentences :

- | | |
|--|---|
| 1. Science <i>strengthens</i> mind. | 20. Thou <i>canst</i> not <i>have been understood</i> . |
| 2. Do you <i>see</i> the large ship traversing the ocean by the force of the wind? | 21. Sevastopol <i>could</i> not <i>have been taken</i> . |
| 3. William <i>has visited</i> Europe. | 22. Meteors <i>might have been seen</i> . |
| 4. <i>Have</i> we <i>exercised</i> discretion? | 23. What <i>should have been done</i> ? |
| 5. I, John, <i>saw</i> these things. | 24. Who <i>can be trusted</i> ? |
| 6. Did Washington <i>secure</i> renown? | 25. <i>Have</i> you <i>been reading</i> poetry? |
| 7. Ye <i>had accomplished</i> purposes. | 26. Cora <i>will be writing</i> letters. |
| 8. I <i>shall understand</i> you. | 27. Stephen <i>could</i> not <i>have been giving</i> attention. |
| 9. Will Warner <i>study</i> Greek? | 28. <i>Might</i> Clara <i>have been admitted</i> ? |
| 10. Thou <i>wilt</i> not <i>comprehend</i> it. | 29. Boys <i>had been reciting</i> lessons. |
| 11. Ye <i>will have accomplished</i> much. | 30. We <i>will</i> not <i>be enslaved</i> . |
| 12. We <i>may receive</i> instruction. | 31. Pupils <i>might</i> not <i>have been giving</i> attention. |
| 13. <i>Canst</i> thou <i>guide</i> Arcturus? | 32. Caroline <i>will have visited</i> Syria. |
| 14. <i>Shall</i> William <i>accompany</i> us? | 33. <i>Hear</i> me for my cause. |
| 15. I <i>will study</i> Greek. | 34. <i>Be silent</i> , that ye may hear. |
| 16. They <i>are not appreciated</i> . | 35. <i>Bid</i> her <i>give</i> me new and glorious hopes. |
| 17. <i>Could</i> it not <i>be accomplished</i> ? | |
| 18. Mary <i>might have been misinformed</i> . | |
| 19. Wisdom <i>should be honored</i> . | |

ADVERBS.

REM.—As actions are modified by circumstances, and as qualities vary in degree, so words expressing actions, and words denoting qualities, are modified by other words, denoting *time, place, degree, manner, cause, &c.* Hence,

DEF. 150.—An **Adverb** is a Word used to modify the signification of a Verb, of an Adjective, or of another Modifier.

OBS. 1.—Adverbs may consist of Words, Phrases, and Sentences.

EXAMPLES.

1. *Adverbial Words*.—The *very* best men *sometimes* commit faults.
2. *Adverbial Phrase*.—"In the beginning, God created the heaven and the earth."
3. *Adverbial Sentence*.—"They kneeled before they fought."

OBS. 2.—Adverbial Words are of great utility in rendering the language *concise* and *spirited*. They are commonly substituted for Phrases.

EXAMPLES.

"Brilliantly"....for...."With a brilliant appearance."
 "Solemnly".....for...."In a solemn manner."
 "Vainly".....for...."In a vain attempt."
 "Here".....for...."In this place."
 "Now".....for...."At this time."

1. "*Brilliantly* the glassy waters mirror back his smiles."
2. "*Solemnly* he took the earthly state."
3. "*Vainly* we offer each ample oblation."
4. "*Here* sleeps he *now*"—*in this place, at this time.*
5. "The waves are white *below*"—*below him.*
6. "Heat *me* these irons hot." Heat *for me* these irons hot.
7. "Willie has come *home—early*"—*at an early hour.*

REM.—"Below"—"me"—"home"—and "early," are *substituted* for Adverbial Phrases. [See Part I, pp. 23 and 173.]

OBS. 3.—Words are also substituted for Adverbial Sentences.

- EXAMPLES.—1. "While *there*, we visited the prison;" for, while *we were at Auburn*, we visited the prison.
2. "Then, when I am thy captive, talk of chains."

OBS. 4.—An Adverb often modifies a Phrase.

EXAMPLE.—We went *almost* to BOSTON.

"To Boston" is an *Adverbial Phrase*. "*Almost*" is an Adverbial Word—used to modify the Adverbial Phrase "To Boston."

OBS. 5.—The Words which Adverbs properly modify are sometimes understood.

EXAMPLE.—Thou canst but add one bitter woe
To those [] *already there*.... which *are there*.

OBS. 6.—Adverbs sometimes take the place of Verbs, which they modify.

EXAMPLES.—"*Off, off*, I bid you." "*To arms!*"
"*Back* to thy punishment, false fugitive!"

OBS. 7.—Words generally used as Adverbs sometimes take the place of Nouns, and hence become *Pronouns*.

EXAMPLES.—1. "Till *then*"—for, till that time.
2. "From *there*"—for, from that place.
3. "And I have made a pilgrimage *from far*."—*Hosmer*.
4. "Oh, let the ungentle spirit learn *from hence*
A small unkindness is a great offense."

OBS. 8.—Participles become Adverbs when they indicate the manner of an action, or modify a quality, or are substituted for an Adverbial Phrase.

EXAMPLES.—1. "'Tis strange, 'tis *passing* strange."
2. "A virtuous household, but *exceeding* poor."
3. "The surging billows and the gamboling storms
Come, *crouching*, to his feet.".... *in a crouching attitude*.
[P. 183, Obs. 9.]

OBS. 9.—A few Words, commonly used as Prepositions, are sometimes used Adverbially.

EXAMPLES.—1. "Thou didst look *down* upon the naked earth."
2. "And may at last my weary age
Find *out* the peaceful hermitage."—*Milton*.

CLASSIFICATION OF ADVERBS.

REM.—The classes of Adverbs are very numerous. The following are the most important:

I. OF THE FORMS OF ADVERBS.

OBS. 10.—Some Words are used almost exclusively as Adverbs, and are generally *Primitive Words*.

EXAMPLES.—Even—here—now—not—then—there.

OBS. 11.—But most Words used as Adverbs are *Derivative Words*—their Radicals being used commonly as *Nouns* or as *Adjectives*.

EXAMPLES.—1. From *Nouns*.—Always—nightly—hourly—aloft—ashore.

2. From *Adjectives*.—Brilliantly—rightly—softly—virtuously.

OBS. 12.—Many Words, commonly used as Nouns, Adjectives, Prepositions, etc., become Adverbs *by representation or substitution*.

EXAMPLES.—1. "William rises *early*"—*at an early hour*.

2. "You have come *too late*"—*at too late a day*.

3. "Warner will come *home*"—*to his home*.

4. "He will return *to-morrow*"—*on the morrow*.

5. "The captain had gone *below*"—*below deck*.

6. "Is the agent *within*?"—*within the house*.

[See page 22, Obs. 2.]

II. OF THE FUNCTIONS OF ADVERBS.

PRIN.—Adverbs are commonly divided into two primary classes:

1. *Adverbs of Manner*, and
2. *Adverbs of Circumstance*.

DEF. 151.—**Adverbs of Manner** are those which ask or answer the question, *How?*

OBS. 1.—Adverbs of *Manner* are such as indicate—

1. *Affirmation*.—Ay—certainly—doubtless—surely—verily, etc.

2. *Doubt*.—Perchance—perhaps—possibly, etc.

3. *Mode*.—Aloud—asunder—how—so—together—thus, etc.

4. *Negation*.—Nay—not—never.

OBS. 2.—Phrases and Sentences often indicate the *manner of an act*, and are therefore Adverbials.

EXAMPLES.

Phrases.—1. "God moves in a *mysterious way*."—*How?*

2. "Silence now

Is brooding *like a gentle spirit* o'er....*How?*
The still and pulseless world."

Sentences.—3. "He died *as he lived*—a devotee of mammon."

4. "There are departed beings that I have loved *as I never again shall love in this world.*"....How?

DEF. 152.—**Adverbs of Circumstance** are such as ask or answer the questions, *When? Where? Whither? Whence? How much? Why?*—indicating **Time, Place, Degree, Cause.**

I. OF TIME.

DEF. 153.—All Words used to *ask* or to *answer* the questions, "*When?*" or "*How often?*" are properly called **Adverbs of Time.**

EXAMPLES.—1. *Present.*—Instantly—now—presently—yet, etc.

2. *Past.*—Already—heretofore—hitherto—lately.

3. *Future.*—Henceforth—hereafter—soon, etc.

4. *Absolute.*—Always—ever—never, etc.

5. *Repeated.*—Continually—often—rarely—sometimes.

OBS. 1.—Phrases and Sentences also perform the office of *Adverbs of Time*, whenever they ask or answer the questions, *when?—how often?—how long?*

EXAMPLES.

Phrases.—1. "*In the beginning*, God created the heaven and the earth."

2. "The Christmas rose is in bloom *during the month of January.*"....*How long?*

3. "*At midnight*, in his guarded tent,
The Turk was dreaming."....*dreaming—when?—where?*

Sentences.—4. "*And as Jesus passed by*, he saw a man who was blind"....*saw a blind man—when?*

5. "I think of the friends who had roamed with me there,
When the sky was so blue, and the flowers were so fair."....
roamed with me—when?

II. OF PLACE.

DEF. 154.—All Words used to *ask* or to *answer* the questions, *Where? Whither? Whence?* are classed as **Adverbs of Place.**

EXAMPLES.—1. *In a Place.*—Here—there—where? etc.

2. *To a Place.*—Hither—thither—whither? etc.

3. *From a Place.*—Hence—thence—whence? etc.

OBS. 1.—Most Adverbs of Place are in the form of *Phrases*.

EXAMPLES.—Mary went $\left\{ \begin{array}{l} \text{in the cars,} \\ \text{from Rochester,} \\ \text{through New York,} \\ \text{to Norfolk,} \\ \text{via Baltimore.} \end{array} \right.$

OBS. 2.—And many Adverbs of Place are in the form of *Sentences*

EXAMPLE.—“*Where wealth and freedom reign, contentment fails.*”

III. OF DEGREE.

DEF. 155.—Words which ask or answer the questions, *How much? How far? To what extent?* are classed as **Adverbs of Degree**.

EXAMPLES.—Altogether—hardly—little—much—quite—merely—so—too—very, etc.

IV. OF CAUSE.

DEF. 156.—Words used to ask or to answer the questions, *Why? Wherefore?* etc., are classed as **Adverbs of Cause**.

EXAMPLES.—Accordingly—consequently—hence—therefore—wherefore, etc.

“Let others brave the flood in quest of gain.”

V. INTERROGATIVES.

DEF. 157.—Adverbs used to ask questions are called **Interrogative Adverbs**.

EXAMPLES.—*Where* have you been?—*How* can we escape?

OBS.—Interrogative Adverbs are found in each of the above classes.

MODIFICATION OF ADVERBS.

PRIN.—Some Adverbs are modified, like Adjectives, by **Comparison**.

EXAMPLES.

	<i>Pos.</i>	<i>Comp.</i>	<i>Superl.</i>
1. <i>By use of Suffixes</i>	Soon.....	Sooner.....	Soonest.
2. “ “ <i>Auxiliary Adverbs</i>	Wisely.....	More wisely....	Most wisely.

RECAPITULATION.

An Adverbial Element may consist of.....	A Word.	Classes.	of Manner.....	Affirmation. Doubt. Mode, or Method. Negation.
	A Phrase.			
	A Sentence.		of Circumstance	Time. Place. Degree. Cause.

QUESTIONS FOR REVIEW.

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159. What is an **Adverb**?.....See Def. 150.
 The Adverbial Element may consist of what?...See Obs. 1.
 Make a Sentence having an Adverbial Word.
 " " " " Phrase.
 " " " " Sentence.
 What effect have Adverbial Words on style?...See Obs. 2.
 Adverbial Words are often substituted for what? See Obs. 3.
160. What Class of Elements do Adverbial Words
 often modify?.....See Obs. 4.
 Words generally used as Adverbs are often sub-
 stituted for what?.....See Obs. 7.
 When do Participles become Adverbs?.....See Obs. 8.
161. What is said of the Forms of Adverbial Words? See Obs. 10, 11.
 What is said of Adverbial Words by representa-
 tion?.....See Obs. 12.
 What are the two General Classes of Adverbs?...See Prin.
 What is an **Adverb of Manner**?.....See Def. 151.
 What Sub-classes of Adverbs of Manner?.....See Obs. 1.
 Make a Sentence having an Adverb of *Affirmation*.
 " " " " *Doubt*.
 " " " " *Manner*.
 " " " " *Negation*.
 " " " a Phrase Adverb of Manner.
 " " " a Sentence Adverb of Manner.
162. What is an **Adverb of Circumstance**?.....See Def. 152.
 What *Sub-classes* have Adverbs of Circumstance?
 What is an **Adverb of Time**?... See Def. 153.
 Make a Sentence having an Adverb of Time.
 " " " a Phrase Adverb of Time.
 " " " a Sentence Adverb of Time.
 What is an **Adverb of Place**?.....See Def. 154.

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159. Make a Sentence having a Word Adverb of Place.
 " " " a Phrase Adverb of Place.
 " " " a Sentence Adverb of Place.
160. What is an **Adverb of Degree**?.....See Def. 156.
 Make a Sentence having a Word Adverb of Degree.
 " " " a Phrase Adverb of Degree.
 " " " a Sentence Adverb of Degree.
- What is an **Adverb of Cause**?.....See Def. 157.
 Make a Sentence having a Word Adverb of Cause.
 " " " a Phrase Adverb of Cause.
 " " " a Sentence Adverb of Cause.
- What is an **Interrogative Adverb**?.....See Def. 158.
 Make a Sentence having an Interrogative Adverb of Manner.
 " " " " " Time.
 " " " " " Place.
 " " " " " Degree.
 " " " " " Cause.

In what respects are some Adverbs modified ?

EXERCISES.

☞ Let the following Adverbs be classified and their Modification given :

How,	Already,	In a moment,
Not,	Quickly,	In flower,
There,	Vilely,	O'er the ruins,
Soon.	Eagerly.	At home.

☞ Let the Adverbial Words, Phrases, and Sentences, in the following Examples, be pointed out and parsed after the following

MODEL.

1. " E'en now, *where Alpine solitudes ascend*,
 I sit me down, *a pensive hour to spend* ;
 And placed *on high, above the storm's career*,
 Look downward, *where a hundred realms appear*."

Now.....	Modifies "sit"—denoting <i>time</i> ; hence, an Adverb.
Where Alpine solitudes ascend	Modifies "sit"—denoting <i>place</i> ; hence, an Adverb.
Down	Modifies "sit"—denoting <i>place</i> ; hence, an Adverb.
A pensive hour to spend	Modifies "sit"—denoting <i>cause</i> ; hence, an Adverb.
On high	Modifies "placed"—denoting <i>place</i> ; hence, an Adverb.
Above the storm's career	Modifies "placed"—denoting <i>place</i> ; hence, an Adverb.
Downward	Modifies "look"—denoting <i>place</i> ; hence, an Adverb.
Where a hundred realms appear ...	Modifies "look"—denoting <i>place</i> ; hence, an Adverb.

2. "Earth keeps me *here*
Awile; yet I shall leave it, and shall rise
On fairer wings than thine, to skies more clear."

HereModifies "keeps"—denoting *place*; hence, an Adverb of Place.
 AwileModifies "keeps"—denoting *time*; hence, an Adverb of Time.
 On wings....Modifies "rise"—denoting *means*; hence, an Adverb of Means.
 ("On fairer wings than thine," is the Modified Adverb.)
 Than thine..Modifies "fairer"—denoting *degree*; hence, an Adverb of Degree.
 To skies....Modifies "rise"—denoting *place*; hence, an Adverb of Place.
 ("To skies more clear," is the Modified Adverb.)
 MoreModifies "clear"—denoting *degree*; hence, an Adverb of Degree.

OBS. 1.—Let it be remembered that the term "Adverb" is applied to a distinct element in the structure of Sentences—that the function of that element may be performed by a single *Word* or by a combination of Words, constituting a *Phrase* or a *Sentence*. In analyzing Sentences containing these three distinct forms of the Adverbial Element, we proceed according to the *MODELS* given above. But,

OBS. 2.—The *Words* composing an Adverbial Phrase or Sentence have also their distinct *individual* offices. Thus, the Adverbial Phrase, "Above the storm's career," consists of a *Preposition*, (above)—an *Adjective*, (the)—an *Adjective*, (storm's)—a *Noun*, (career).

So also the Adverbial Sentence, "Where a hundred realms appear," consists of a *Conjunction*, (where)—an *Adjective*, (a)—an *Adjective*, (hundred)—a *Noun*, (realms)—and a *Verb*, (appear). Hence,

OBS. 3.—In *Proximate Analysis*, it is sufficient to discuss the *Elements of Principal Sentences*; while, in *Ultimate Analysis*, each separate Word composing an Element is to be parsed separately.

PREPOSITIONS.

REMARK.—In the English language, two or more Words often combine to constitute an individual Element [See Def. 8] in the structure of Sentences. These combinations are generally introduced by Words used to show some *relation* of the words which follow to some preceding words. Hence,

DEF. 159.—A **Preposition** is a Word used to introduce a Phrase, showing the *relation* of its Object to the Word which the Phrase qualifies.

OBS.—A Preposition is generally an Element in a *Phrase*—not in a *Sentence*. Its office is :

1. To introduce a Phrase.
2. To indicate the office of its Phrase, by showing a peculiar relation of the words connected.

The following Words are sometimes or generally used as Prepositions :

LIST.

- (a.) A..... "Wild winds and mad waves drive the vessel *a wreck*."
 Aft..... "The ropes were coiled *aft the beam*."
 Aboard..... "They came *aboard ship*."
 About..... "We walked *about town*."
 Above..... "There is a ferry *above the falls*."
 Across..... "Across the ocean came a pilgrim bark."
 Adown..... "He let fall *adown his silvery beard* some tears."
 Afore..... "I took position *afore the windlass*."
 (c.) After..... "He that cometh *after me*, is preferred before me."
 Against..... "He that is not for me, is *against me*."
 Along..... "Winds that run *along the summits* of their hills."
 Amid..... "We stowed them *amid-ships*."
 Amidst..... "Amidst the mists, he thrusts his fists."
 Among..... "He became a great favorite *among the boys*."
 Amongst..... "We made diligent search *amongst the rubbish*."
 Anear..... "The last measure of misery *anear us* is seldom seen."
 Around..... "The chill dews of evening were falling *around me*."
 (c.) As..... "That England can spare from her service such men *as him*."
 Aslant..... "It struck *aslant the beam*."
 Astride..... "He sat *astride the beam*."
 At..... "He was *at work at noon*."
 Athwart..... "The dolphin leaped *athwart her bows*."
 (c.) Before..... "He stood *before the people*."
 Behind..... "She stood *behind a rick* of barley."
 Below..... "The captain was *below decks*."
 Beneath..... "Beneath the mouldering ruins."
 Beside..... "Beside its embers, red and clear." (By the side of.)
 Besides..... "There was a famine in the land, *besides the first famine*."
 (In addition to.)
 Between..... "Between whom, perfect friendship has existed."
 Betwixt..... "There is no difference *betwixt them*."
 Beyond..... "Beyond all doubt." "He lives *beyond the lake*."
 (c.) But... .. "All went *but me*."
 By..... "To sail *by Ephesus*."—"They stood *by the cross*."
 Concerning..... "Concerning whom I have before written."
 Despite..... "He will rise to fame, *despite all opposition*."
 During..... "This has occurred many times *during the year*."
 (c.) Ere..... "And *ere another evening's close*."
 Except..... "Except these bonds."
 Excepting..... "Excepting that bad habit, the teacher was faultless."
 (c.) For..... "For me your tributary stores combine."

LIST.

- From..... "Playful children, just let loose *from school*."
 In..... "In *dread, in danger*, and alone."
 Into..... "Into *these glassy eyes* put light."
 (a.) Like..... "An hour *like this* may well display the emptiness of human grandeur."
 Manger..... "This, *manger all the world*, will I keep safe."
 (ad.) Near..... "His residence is *near the church*."
 Next..... "Plural nominatives should be placed *next their verbs*."
 Nigh..... "Come not *nigh me*."
 Notwithstanding.. "Notwithstanding *this*, we remain friends."
 Of..... "Of *the arts of peace*."
 (ad.) Off..... "He fell *off the bows*."
 On..... "On *a bed of green sea-flowers*."
 (a.) Opposite..... "Our friend lives *opposite the Exchange*."
 Over..... "High *o'er their heads* the weapons swung."
 (a.) Past..... "We came *past Avon*."
 (a.) Pending..... "He remained at court, *pending the negotiations*."
 (a.) Per..... "Twelve hundred dollars *per annum*."
 (a.) Respecting..... "Nothing was known *respecting him*."
 Round..... "He went *round the parish*, making complaints."
 Sans..... "Sans *teeth, sans eyes, sans taste, sans everything*."
 (c.) Since..... "Since *Saturday* he has not been seen."
 Save..... "All, *save this little nook* of land."
 (a.) Saving..... "With habits commendable, *saving only this*—he chews tobacco."
 (c.) Than..... "Than *whom* none higher sat."
 Till..... "He labored hard *till noon*."
 To..... "We purpose to go to *Rochester to-day*."
 (a.) Touching..... "Touching *these things*, whereof I am accused."
 Towards..... "They returned *towards evening*."
 Under..... "Then they went *under the cloud*."
 Underneath..... "And *underneath his feet*, he cast the darkness."
 Unlike..... "Unlike *all* that I had ever before seen."
 (c.) Until..... "We shall not return *until Saturday*."
 Unto..... "Unto *him* who rules the invisible armies of eternity."
 Up..... "The whole fleet was sailing *up the river*."
 Upon..... "He stood *upon the highest peak*."
 Versus..... "John Doe *versus Richard Roe*."
 Via..... "This stage is for Buffalo, *via Batavia*."
 With..... "With *cautious steps and slow*."
 Within..... "Peace be *within these walls*."
 Without..... "Without *it*, what is man?"

REM.—Words marked (a.) are also used as Adjectives.

Words marked (c.) are also used as Conjunctions.

Words marked (ad.) are also used as Adverbs.

OBS. 1.—The following Words, when used together, are often called *Double Prepositions* :

Aboard of..... "We could not get *aboard of her*."

According to... "He came *according to agreement*."

As for..... "As *for me and my house*."

As to.....“*As to that*, I have nothing to say.”

But for.....“*And but for these vile guns*, he would have been a soldier.”

Contrary to.....“He came *contrary to expectation*.”

Devoid of.....“You live *devoid of peace*.”

From among.....“*From among thousand celestial ardors*.”

From between..“He came *from between the lakes*.”

From off.....“This lady-fly I take *from off the grass*.”

From under“He rushed *from under the falling tower*.”

Instead of“*Instead of the thorn* shall come up the fir.”

In lieu of.....“She has that sum *in lieu of dower*.”

Out of.....“*Out of the cooling brine* to leap.”

Over against....“Every one worked *over against his own house*.”

Previous to.....“*Previous to this*, his character had been good.”

OBS. 2.—Most of these, however, may be resolved into separate Words—making complex Phrases.

EXAMPLES.—1. Aboard of—on board of.

He came on board of the ship.

2. From between.

He came from [his home, situated] between the lakes.

3. Instead of—in place of.

In the stead [place] of the thorn.

4. Previous to—previously to.

Previously to this his character had been good.

REM.—A few other words are sometimes used as Prepositions.

OBS. 3.—The antecedent term of relation—the word which the Phrase, introduced by a Preposition, qualifies—may be

A *Noun*.—The *house* of God.—The *land* of the blessed.

A *Pronoun*.—*Who* of us shall go?—I care not *which* of you.

An *Adjective*.—It is *good* for nothing.

A *Verb*.—We *love* to study.—We *delight* in improvement.

A *Participle*.—*Jumping* from a precipice.—“*Rushing* through the valleys.”

An *Adverb*.—“He is *too* wise to err, and *too* good to be unkind.”

OBS. 4.—A Preposition commonly indicates the office of the Phrase which it introduces.

In, on, under, above, etc., indicate a relation of *place*, including the idea of *rest*.

EXAMPLES.—William's hat is $\left\{ \begin{array}{l} \text{in the hall,} \\ \text{on the stool,} \\ \text{under the table.} \end{array} \right.$

From, to, into, through, out of, etc., indicate a relation of *place*, with the idea of *motion*.

EXAMPLES.—We came $\left\{ \begin{array}{l} \text{from New York,} \\ \text{to Boston,} \\ \text{through Springfield.} \end{array} \right.$

Of, generally indicates a relation of *possession*.

EXAMPLE.—“The lay of the last minstrel”—the last minstrel’s lay.

As, like, than, etc., used as Prepositions, indicate a relation of *comparison*.

- EXAMPLES.—1. “It is not fit for such *as* us
To sit with rulers of the land.”—*W. Scott*.
2. “All great, learned men, *like* me,
Once learned to read their A, B, C.”
3. “*Than* whom, earth holds no better man.”

During, till, since, etc., indicate a relation of *time*.

- EXAMPLES.—1. “We have vacation *during* the whole month of July.”
2. “*Since* Saturday, we have not seen him.”

But, as the kind of relation expressed by a given Preposition is not uniform, no perfect classification can be made.

OBS. 5.—Prepositions are sometimes incorporated with their Objects.

EXAMPLES.—I go *a-fishing*.—He fell *a-sleep*.—Come *a-board*.

OBS. 6.—Words commonly used as Prepositions are sometimes used in Predication with Verbs.

- EXAMPLES.—1. Its idle hours are *o’er*.
2. That was not thought *of*.

☞ For other observations on Prepositions, see PART III.—*Prepositions*.

EXERCISES.

1. *Where* streams of earthly joy exhaustless rise.

Of. Shows a relation of “streams” and “joy.” Hence, a Preposition.

2. "O refuge,
Meet for fainting pilgrims."

For.....Shows a relation of "meet" and "pilgrims." Hence, a Preposition.

3. "On the plains,
And spangled fields, and in the mazy vales,
The living throngs of earth before Him fall,
With thankful hymns, receiving from His hands
Immortal life and gladness."


On.....Shows a relation of [*existing* understood, which qualifies] "throngs" and "plains and fields." Hence, a Preposition.

In.....Shows a relation of [*existing* understood, which qualifies] "throngs" and "vales." Hence, a Preposition.

Of.....Shows a relation of "throngs" and "earth." Hence, a Preposition.

Before..Shows a relation of "fall" and "him." Hence, a Preposition.

With...Shows a relation of [*worshipping*, or some equivalent word understood, which qualifies] "throngs" and "hymns." Hence, a Preposition.

 Let the Pupils point out the Prepositions, with their several Antecedents and Objects, in the following

ADDITIONAL EXAMPLES.

4. "The chief **FAULT** of Coleridge **LIES** in the style, which has been justly objected *to, on account of its obscurity, general turgidness of diction, and a profusion of new-coined double epithets.*"

5. To him, who, in the love of nature, holds
Communion with her visible forms, **SHE SPEAKS**
A various LANGUAGE :

6. For his gayer hours
SHE HAS A VOICE of gladness, and a **SMILE**
And ELOQUENCE of beauty ;

7. And she glides
Into his darker musings, with a mild
And gentle sympathy, that steals away
Their sharpness, ere he is aware.

CONJUNCTIONS.

REM.—It should be remembered that Prepositions connect Words by showing a relation.

We have another class of Words, used *simply to connect* Words and Phrases similar in construction, and to introduce Sentences. Hence,

DEF. 160.—A **Conjunction** is a Word used to join Words, Phrases, and Sentences, or to introduce Sentences.

EXAMPLES.—Mary *and* Anna have perfect lessons, *because* they study diligently.

REM. 1.—In this example, “and” connects “Mary” and “Anna”—two words having the same construction—and “because” introduces an Auxiliary Sentence.

LIST.

The following are the principal Words which are commonly used as Conjunctions :

After,*	Either,	Moreover,	Than,*
Again,	Else,	Nay,	That,
Also,	Except,*	Neither,	Then,*
Although,*	For,*	Nor,	Therefore,
And,	Further,	Now,	Though,*
As,*	Furthermore,	Notwithstanding,*	Thus,
As well as,*	Howbeit,	Or,	Unless,*
Because,*	However,*	Otherwise,	When,*
Before,*	Howsoever,*	Provided,*	Wherefore,
Being,*	If,*	Since,*	While,*
Besides,	Inasmuch as,*	So,	Whilst,
Both,	Lest,*	Still,	Yet.
But,	Likewise,		

REM. 2.—A few other words are sometimes used as Conjunctions.

REM. 3.—The words in the above List, marked thus (*), commonly introduce Auxiliary Sentences.

OBS. 1.—Conjunctions used to introduce Auxiliary Sentences, and some others, constitute also an index or type of the office of the Sentences which they introduce.

- EXAMPLES.—1. “*If* he repent, forgive him.”
 2. “*As* you journey, sweetly sing.”

In these examples, “*if*” renders its Sentence *conditional*—“*as*” indicates that its Sentence (“*you journey*”) modifies “*sing*” in respect to *time*.

NOTE.—*When, as, since*, and many other Conjunctions used to introduce Auxiliary Sentences, are called, by some grammarians, *Conjunctive Adverbs*. “And the rest will I set in order *when* I come.” We are told that “*when*,” in the above example, is an Adverb of Time, relating to the two Verbs, “*will set*” and “*come*.”

We are also told (and properly) that “Adverbs of *time* are those which answer to the question *when?*”

But does “*when*,” in the above example, “answer the question *when?*” Certainly not. Then it can not be an Adverb of Time. But the *Auxiliary Sentence*, “*when I come*,” does answer the question “*when*.” It tells when “*I will set the rest in order*.” Hence the *Sentence*, “*when I come*,” is an Adverb of Time; and the *Word* “*when*”—used only to introduce that *Sentence*—connecting it to “*will set*,” is a Conjunction. [See the preceding observation.]

OBS. 2.—A Word used chiefly to introduce a Sentence is therefore a Conjunction. If the Sentence introduced by it is Auxiliary Adverbial in office, it may properly be called an *Adverbial Conjunction*.

Let the Pupil remember that it is the *Sentence* that is Adverbial—not the *Word* used to introduce the Sentence.

OBS. 3.—The Conjunction *nor* generally performs a secondary office—that of a negative Adverb.

- EXAMPLE.—“*Man* wants but little here below,
Nor wants that little long.”

In this example “*nor*” introduces the Sentence, and also gives it a negative signification.

The Conjunction “*lest*” has sometimes a similar construction.

- EXAMPLE.—“*Love* not sleep, *lest* thou come to poverty.”

OBS. 4.—DOUBLE CONJUNCTIONS.—Two Conjunctions are sometimes used to introduce the same Sentence.

- EXAMPLES.—1. “*It seems as if* they were instructed by some secret instinct.”
 2. “*And yet*, fair bow, no fabling dreams.”

As though, but that, and some other words, are often used as Double Conjunctions.

OBS. 5.—*But, when* an Auxiliary Sentence precedes a Principal Sentence, the Conjunctions introducing them are not to be regarded as double, although they may be in juxtaposition. [See this Obs.]

OBS. 6.—In addition to those Words properly called Conjunctions, we have other words used to introduce Sentences—as a *secondary office*.

- EXAMPLES.—1. "The grave, *that* never spoke before,
Hath found at length a tongue to chide."
2. "We are watchers of a beacon,
Whose light must never die."

REM. 1.—"That never spoke before," is an Auxiliary Sentence introduced by the word "*that*."

The *principal* office of "*that*" is *Substantive*—the Subject of "spoke." Its *secondary* office is *Conjunctive*—introduces its Sentence and connects it with its Principal.

REM. 2.—In Example 2, the Word "*whose*" has a *Principal* office—Adjunct of "light;" and a *secondary* office—introduces its Sentence and connects it with its Principal.

All Relative Pronouns serve the office of Conjunctions, in addition to their Substantive office.

[For other observations, the student is referred to PART III, CONJUNCTIONS.]

EXERCISES.

"God created the heaven and the earth."

"And"... Connects "heaven" and "earth." Hence a Conjunction.

"Temperance and frugality promote health and secure happiness."

"And"... Connects "temperance" and "frugality." Hence, a Conjunction.

"And"... Connects "promote" and "secure." Hence, a Conjunction.

"And the eyes of the sleepers waxed deadly and chill."

"And"... Introduces a Sentence. Hence, a Conjunction.

"And"... Connects "deadly" and "chill." Hence, a Conjunction.

"And hoary peaks that proudly prop the skies,
Thy dwellings are."

“And”...Introduces a Sentence. Hence, a Conjunction.

“That”...Is the Subject of “prop.” Hence, a Substantive.

It also introduces its Sentence, and connects it with
“peaks.”

*“My heart is awed within me when I think
Of the great miracle that still goes on
In silence round me.”*

“When”..Introduces the Auxiliary Sentence. Hence, a Conjunction.

“ Its Sentence is Adverbial in its office. Hence, an Adverbial Conjunction.

“When” is not an Element—*i. e.*, it bears no part in the structure of its Sentence. It is neither a Principal Part, nor an Adjunct; it *primarily* connects: *secondarily*, indicates the office of its Sentence. [See Obs. 1, above.]

“That”...Is the subject of “goes.” Hence, a Substantive—a Pronoun.

As a *secondary* office, “that” introduces its Sentence, and connects it with “miracle.” Hence, a Conjunctive Pronoun.

EXCLAMATION.

DEF. 161.—An **Exclamation** is a Word used to express a sudden or intense emotion.

OBS. 1.—Exclamations may consist—

1. Of Letters—as, *O! Oh! Ah! Lo!*
2. Of Words—commonly used as Nouns, Adjectives, Verbs, and Adverbs—as, *Woe! Strange! Hark! Really! Behold! Shocking!*
3. Of Phrases—*For shame!*
4. Of Sentences—“*O, Ephraim! How can I give thee up!*”

OBS. 2.—Exclamations are followed by—

Words—“*O, Liberty!*”—“*Ah, the treasure!*”
Phrases—“*O, for a lodge in some vast wilderness!*”
Sentences—“*O, bear me to some solitary cell!*”

REM.—The term *Exclamation* is preferred to *Interjection*, as being more appropriate to its office.

Exclaim—"to cry out." This we do with the use of Exclamations.

Interject—"to cast between." We very seldom *cast* these words *between* others—they are generally placed *before* other words.

WORDS OF EUPHONY.

DEF. 162.—A **Word of Euphony** is a Word used chiefly for the sake of *sound*, or to change the *position*, *accent*, or *emphasis* of other Words in a Sentence.

EXAMPLES.—1. "I think *there* is a knot of you,
Beneath that hollow tree."

"*There*" is used to allow the Predicate "*is*" to precede its Subject, "*knot*." In this Sentence it is not used Adverbially.

2. "I sit *me* down a pensive hour to spend."

"*Me*" is used to throw the accent on the word "*down*."

3. "These were thy charms, sweet village! sports like these,
With sweet succession, taught *e'en* toil to please."

"*E'en*" is used to make "*toil*" emphatic.

OBS. 1.—Words of Euphony are such as commonly belong to some other "part of speech." But they are properly called Words of Euphony when they do not perform their usual grammatical offices. They are, then, in their offices chiefly Rhetorical—being used,

(1.) To render other Words emphatic.

EXAMPLES.—1. "*Even* in their ashes live their wonted fires."

2. "The moon *herself* is lost in heaven."

(2.) To change the position of the parts of a Sentence.

EXAMPLES.—3. "*There* are no idlers here."

4. "Now, *then*, we are prepared to take up the main question."

(3.) To preserve the rhythm in a line of poetry.

EXAMPLES.—5. "I sit *me* down a pensive hour to spend."

6. "His teeth *they* chatter, *chatter* still."

REM. 1.—It is quite idle to call—as most grammarians do—the Word *even*, in Example 1, an Adverb, modifying "live;" for its sole office is to render the phrase "*in their ashes*" emphatic. Such office is *Rhetorical*—not Grammatical.

REM. 2.—To call the word "*there*," in Example 3, an "Adverb of Place," is manifestly absurd; since the Verb "*are*" is modified by the Adverb "*here*," and hence can not, at the same time, be modified by a Word of directly the opposite signification.

REM. 3.—The same remark is also applicable to the word "*then*," in Example 4.

OBS. 2.—Words are often *transposed*, *lengthened*, *shortened*, and in other ways changed for the sake of sound. [See "*Euphony*," in Part III.]

WORDS VARYING IN THEIR ETYMOLOGY.

REM. 1.—Words are similar in *Orthoëpy* when they are pronounced with the same sound of the same letter.

EXAMPLES.—*There, their—all, awl—ant, aunt.*

REM. 2.—They are similar in *Orthography* when they are formed by the same letters, similarly arranged.

EXAMPLES.—*Read, read—ex'tract, extract'—wind, wind.*

REM. 3.—They are similar in *Etymology* when they perform a similar office in the construction of a Phrase or of a Sentence.

REM. 4.—But it is plain that words similar in *Orthoëpy* differ in their *Orthography*—and words of similar *Orthography* perform widely different offices in different connections.

☞ *It should always be remembered by the Pupil that the OFFICE of a word—not its shape—determines its Etymology.*

OBS.—Among the Words of similar *Orthography* that differ in their *Etymology* are the following :

A.....Adj.....Webster wrote *a* Dictionary.

A.....Prep.....Wild winds and mad waves drive the vessel *a* wreck.

Above...Prep.....He stands *above* us.

Above...Adv.....By the terms *above* specified.

After....Prep.....He that cometh *after* me is preferred before me.

After....Conj.....He came *after* you left.

After....Adj.....He was in the *after* part of the ship.

- As Prep... To redeem such a rebel *as* me.—*Wesley*.
 As Conj... Just *as* the twig is bent the tree's inclined.
 As Adv... Nature, *as* far as art can do it, should be imitated.
 As Pron... Such *as* I have, give I unto thee.
 Before Prep... He stood *before* the people.
 Before Conj... They kneeled *before* they fought.
 Both Adj... Situated on *both* sides of the river.
 Both Pron... Lepidus flatters *both*—of *both* is flattered.
 Both Conj... And now he is *both* loved and respected.
 But Prep... All *but* me were rewarded.
 But Conj... I go—*but* I return.
 But Adv... If we go, we can *but* die.
 But Verb... I can not *but* rejoice at his unexpected prosperity.
 Ere Prep... And *ere* another evening'd close.
 Ere Conj... And *ere* we could arrive [at] the point proposed.
 For Prep... They traveled *for* pleasure.
 For Conj... He can not be a scholar, *for* he will not study.
 Like Prep... Nature all blooming *like* thee.
 Like Adj... *Like* causes produce *like* effects.
 Like Verb... We *like* whatever gives us pleasure.
 Like Noun... We shall never see the *like* again.
 Near Adj... At the *near* approach of the star of day.
 Near Prep... We live *near* the springs.
 Near Adv... Books were never *near* so numerous.
 Near Verb... We shall *near* the light-house.
 Neither ... Adj... He can debate on *neither* side of the question.
 Neither ... Pron... We saw *neither* of them.
 Neither ... Conj... The boy could *neither* read nor write.
 Next Adj... The *next* generation.
 Next Prep... Adjectives should be placed *next* their substantives.
 Off Adj... The *off* ox should keep the furrow.
 Off Prep... William fell *off* the load.
 Only Adj... Love and love *only* is the loan for love.
 Only Adv... *Only* observe what a swarm is running after her.
 Opposite... Adj... On the *opposite* bank of the river.
 Opposite... Prep... We stood *opposite* the Exchange.
 Past Adj... A *past* transaction.
 Past Prep... It was *past* mid-day.
 Round Adj... Like the *round* ocean.
 Round Prep... Flung *round* the bier.
 Still Adj... *Still* waters reflect a milder light.
 Still Adv... *Still* struggling, he tries to stand.
 Still Conj... *Still*, the reflection has troubled me.
 Still Noun... The loafer lounges about the *still*.
 Since Prep... *Since* yesterday, we have taken nothing.
 Since Conj... *Since* I can not go, I will be contented here.
 So Adj... Solomon was wise—we are not *so*.
 So Adv... *So* calm, *so* bright.
 So Conj... "I'll say thee nay, *so* thou wilt woo."
 Than Conj... She is more nice *than* wise.
 Than Prep... *Than* whom, Satan except, none higher sat.
 Than Pron... We have more *than* heart can wish.

That.....Adj.....	<i>That</i> book is mine.
That.....Rel. Pron...	"Him <i>that</i> cometh unto me, I will in no wise cast out."
That.....Pron. Adj...	Forgive me my foul murder? <i>that</i> can not be.
That.....Conj.....	I am glad <i>that</i> he has lived thus long.
Then.....Adv.....	<i>Then</i> , when I am thy captive, talk of chains.
Then.....Conj.....	<i>Then</i> , I'll look up.
Then.....Pron.....	Till <i>then</i> .
Till.....Prep.....	They labored hard <i>till</i> night.
Till.....Conj.....	<i>Till</i> I come, give attention to reading.
Till.....Noun.....	He kept his money in the <i>till</i> .
Until.....Prep.....	From morn, even <i>until</i> night.
Until.....Conj.....	<i>Until</i> the day dawn.
What.....Adj.....	At <i>what</i> hour did you arrive?
What.....Rel. Pron...	<i>What</i> Reason weaves, by Passion is undone.
What.....Inter. Pron..	<i>What</i> does it avail?
What.....Exclam.....	<i>What!</i> is thy servant a dog?
Within....Prep.....	To inscribe a circle <i>within</i> a circle.
Within....Adj.....	Received on the <i>within</i> bond, five hundred dollars.

OBSERVATIONS ON SOME OF THE FOREGOING WORDS.

As.... When this Word introduces a Sentence, it is properly called a Conjunction.

EXAMPLE.—"As ye journey, sweetly sing."

When it introduces a Phrase, it is a Preposition, and is then generally equivalent to the Preposition *for*.

EXAMPLES.—1. "He gave me this *as* the latest news from the army."

2. "I am always fearful lest I should tell you that *for* news with which you are well acquainted."

The above examples clearly indicate that *as* is sometimes a Preposition.

REM.—Many grammarians insist that *as*, in the above and similar examples, "must be a Conjunction, because, in most cases, *it connects words in apposition*."

The same is often true of other Prepositions.

EXAMPLES.—1. In the city of *New York*.

2. "—thy shadowy hand was seen
Writing thy *name* of Death."—*Pollok*.

We do not claim that these examples contain words precisely in apposition—*as much so*, however, as any words claimed to be connected by *as*.

As is often used (by ellipsis of one or more words) as a Pronoun. [See REM. on *than* below.]

1. BUT.—This word, like most Conjunctions, is derived from a

Saxon Verb signifying "*except*"—"set aside"—"fail," etc. [*See Webster's Improved Grammar.*]

In the list above given, the Word retains its original signification and *office*.

EXAMPLE.—"I can not *but* rejoice."

Equivalent.—I can not *fail—omit* to rejoice.

2. BUT is also used instead of the words, *if it were not*, or *were it not*.

EXAMPLE.—"And *but* for these vile guns, he would himself have been a soldier."

3. BUT sometimes supplies the places of a Relative Pronoun and a Negative Adverb.

EXAMPLE.—"I scarce can meet a monument *but* holds my younger."

Equivalent.—I scarce can meet a monument *that* holds *not* my younger.

LIKE. . . When this word qualifies a Noun, it is an Adjective—when it represents its Noun, it is an Adjective Pronoun. But when it shows a relation of two words, it is a Preposition.

EXAMPLES.—1. "These armies once lived, and breathed, and felt *like* us."

2. "Yet all great learned men, *like* me,
Once learned to read their A, B, C."

THAN. . . This word always expresses comparison, and comparison implies a relation. When this relation is expressed by Words, *than* is a Preposition. When it is expressed by Sentences, and when Words, Phrases, or Sentences are merely connected by it, it is a Conjunction. The use of it as a Preposition is sanctioned by good authority, ancient and modern.

THAN always introduces a Word, a Phrase, or a Sentence, which constitutes a *second term of a comparison of inequality*.

EXAMPLES.—1. "She is *more* nice *than* wise."

"Than" connects words, and is therefore a Conjunction.

2. "*Than* whom none *higher* sat."

"Than" introduces a Phrase, and is therefore a Preposition.

3. "We have *more* *than* heart could wish."

"Than" is the object of "could wish," and introduces the Sentence which limits "more," hence—by virtue of the ellipsis—it is a Relative Pronoun. Supply the words suppressed by ellipsis, and "*than*" becomes a Preposition.

OBS. 1.—Many words are used as Prepositions or Conjunctions, according as they introduce Phrases or Sentences.

EXAMPLES.—1. John arrived *before* me.

“Before me” . . . Is a Phrase, used to modify “arrived ;” hence, *Adverbial*.

“Before” Is a Preposition.

2. John arrived *before* I did.

“Before I did” . Is a Sentence, used to modify “arrived ;” hence, *Adverbial*.

“Before” Is a Conjunction.

3. John arrived *as* soon *as* I.

“As I” Is a Phrase used to modify “arrived ;” hence, *Adverbial*.

4. John arrived *as* soon *as* I did.

“As I did” Is a Sentence, used to modify “arrived ;” hence, *Adverbial*.

OBS. 2.—Of the many words thus used as Prepositions and Conjunctions, custom allows two—*as* and *than*—to be followed by Pronouns in the *Nominative form*.

EXAMPLES.—1. “Thou art wiser *than* I.”

2. “Thou art as tall *as* I.”

OBS. 3.—But the Objective form is also used by our best writers.

EXAMPLES.—1. “It is not fit for such *as* us

To sit with rulers of the land.”—*W. Scott*.

2. “Than *whom* none higher sat.”—*Milton*.

WORTH. This word is a contraction of *worthy*, originally an Adjective, and commonly indicates value ;—it often has the force of a Preposition.

EXAMPLE.—“He possessed an estate *worth* five hundred pounds per annum.”

Equivalent.—“He has an annuity *of* five hundred pounds.”

REM.—This word is used also as a Noun.

EXAMPLE.—“He was a man of great *worth*.”

Nor—composed of *not* and *other*—retains the offices of its elements.

EXAMPLE.—“*Nor* will I at my humble lot repine.”

Here “*nor*,” being used to modify “repine”—is an Adverb of Negation. But because it introduces a Sentence additional to a former

Sentence, it is a Conjunction : like many other Conjunctions, it indicates the office of the Sentence which it introduces, making it negative.

SUBSTITUTION OF ELEMENTS.

Obs.—In the structure of Sentences, an Element of one form is often substituted for that of another.

1. A *Letter* is substituted for a *Word*.

EXAMPLE.—'Tis strange.

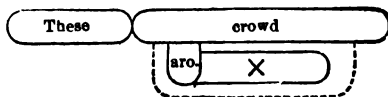


REM.—Here "T," as an Element in the Sentence, is a *representative* of "it," and is a Pronoun—Subject of the Sentence. Hence, in the Nominative Case.

But "T," as an Element in the word "it," is a Letter—a Consonant—Mute—Subsequent to its vowel "I."

2. A *Word* is substituted for a *Phrase*.

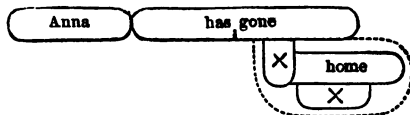
EXAMPLE 1.—These crowd around to ask him of his health.



REM. 1.—"Around," as an Element of the *Sentence*, is an Adverb of Place—being used as a *representative* of the Adverbial Phrase *around him*.

"Around," as an Element of its *Phrase*, is the Leader—a Preposition—showing a relation of "crowd" to *him* understood.

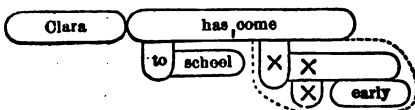
EXAMPLE 2.—Anna has gone home.



REM. 2.—"Home," as an Element in the *Sentence*, is an Adverb of Place—being used as a *representative* of the Phrase *to her home*.

"Home," as an Element in its *Phrase*, is the Subsequent—Word—Noun—Common—Objective Case—Object of *to* understood.

EXAMPLE 3.—Clara has come to school early.



REM. 3.—"Early," as an Element in the *Sentence*, is an Adverb of Time—being used as a *representative* of the Phrase *at an early hour*.

"Early," as an Element in its *Phrase*, is an Adjunct—Word—Adjective—and limits *hour* understood.

For further illustrations, see Obs. 1 and 2, page 22.

REM.—A careful examination of the genius of the English language will disclose the fact, that a great majority of words perform at the same time two or more distinct offices—as individual and as representative. The **RULE** to be observed in parsing is, that *a word should be parsed first according to its representative office in the Sentence*, then according to its *individual office*.

EXERCISES IN THE ANALYSIS OF SENTENCES.

REM.—Teachers will find the use of the blackboard of great service in the Analysis of Sentences and of Phrases.

Of the many **MODELS** for Analysis, used by successful Teachers, the following are given, in addition to those found in **PART I**.

FIRST MODEL.

"An hour like this may well display the emptiness of human grandeur."

ELEMENTS.

<i>The Modified* Subject</i>	An hour like this
<i>The Pure Subject</i>	hour.
<i>The Logical† Predicate</i>	{ may well display the emptiness of human grandeur.
<i>The Modified† Predicate</i>	may well display
<i>The Pure Predicate</i>	may display.
<i>The Modified Object</i>	the emptiness of human grandeur.
<i>The Pure Object</i>	emptiness.

ADJUNCTS.

<i>Of the Subject</i>	{ An a Word.
	{ like this a Phrase.
<i>Of the Predicate</i>	well a Word.
<i>Of the Object</i>	{ the a Word.
	{ of human grandeur a Phrase.

* See page 31.

† See page 33.

SECOND MODEL.

"How dear to my heart are the scenes of my childhood."

<i>Principal Elements.</i>	<i>Modified Elements.</i>	<i>Adjunct Elements.</i>
<i>Sub....</i> "Scenes"...The scenes of my childhood..	{ The.....a Word. Of my childhood .a Phrase.	
<i>Pred....</i> "Are dear" .Are how dear to my heart		{ How.....a Word. To my heart.....a Phrase.

THIRD MODEL.

"The lowing HERD WINDS slowly o'er the lea."

<i>The Modified Subject.</i>	<i>The Modified Predicate.</i>		
"The lowing HERD"	"WINDS slowly o'er the lea."		
<i>Grammatical Subject.</i>	<i>Adjuncts.</i>	<i>Grammatical Predicate.</i>	<i>Adjuncts.</i>
HERD	{ The..... lowing.....	{ WINDS.....	{ Slowly o'er the lea.

EXERCISES ON THE CHART.

REM. 1.—The following *Exercises* will exhibit the proper method of using the Chart in Etymological Parsing.

REM. 2.—If the *large* Chart is used, the attention of the whole Class should be directed to it—one of the students using a "pointer," as he repeats the construction of each word, according to the formulæ given below.

REM. 3.—It is well for beginners in Etymological Parsing to have the Sentence to be parsed first placed in Diagram on the black-board.

1. *Animals run.*



Animals.....An Element in the SENTENCE—PRINCIPAL ELEMENT—SUBJECT—WORD—NOUN—COMMON—MASCULINE Gender—THIRD Person—PLURAL Number—NOMINATIVE Case.

Run.....An Element in the SENTENCE—PRINCIPAL ELEMENT—PREDICATE—VERB—INDICATIVE Mode—PRESENT Tense.

2. *Mary is reading.*



Mary.....An Element in the SENTENCE—PRINCIPAL ELEMENT—SUBJECT—WORD—NOUN—PROPER—FEMININE Gender—THIRD Person—SINGULAR Number—NOMINATIVE Case.

Is reading.....An Element in the SENTENCE—PRINCIPAL ELEMENT—PREDICATE—VERB and PARTICIPLE—Verb is in the INDICATIVE Mode—PRESENT Tense.

Reading.....An Element in the SENTENCE—PRINCIPAL ELEMENT—used in PREDICATE with "is."

3. *He might have been respected.*

He might have been respected

He An Element in the SENTENCE—PRINCIPAL ELEMENT—SUBJECT—WORD—PRONOUN—PERSONAL—MASCULINE Gender—THIRD Person—SINGULAR Number—NOMINATIVE Case.

Might have been respected { An Element in the SENTENCE—PRINCIPAL ELEMENT—PREDICATE—two VERBS and two PARTICIPLES—Verb is in the POTENTIAL Mode—PRIOR PAST Tense.

4. *His palsied hand waxed strong.*

hand waxed strong
His palsi'd

His An Element in the SENTENCE—ADJUNCT—PRIMARY—WORD—ADJECTIVE—SPECIFYING—POSSESSIVE.

Palsied..... An Element in the SENTENCE—ADJUNCT—PRIMARY—WORD—ADJECTIVE—VERBAL—INTRANSITIVE.

Hand An Element in the SENTENCE—PRINCIPAL ELEMENT—SUBJECT—WORD—NOUN—COMMON—NEUTER Gender—THIRD Person—SINGULAR Number—NOMINATIVE Case.

Waxed strong... An Element in the SENTENCE—PRINCIPAL ELEMENT—PREDICATE—VERB and ADJECTIVE—Verb is in the INDICATIVE Mode—PAST Tense.

Strong..... An Element in the SENTENCE—ADJECTIVE used in PREDICATE with "waxed."

5. *That good men sometimes commit faults, can not be denied.*

That
men commit faults can be denied
good somet's not

That good men sometimes commit faults, { An Element in the SENTENCE—PRINCIPAL ELEMENT—SUBJECT—SENTENCE—SUBSTANTIVE—SIMPLE—TRANSITIVE.

Can be denied... An Element in the SENTENCE—PRINCIPAL ELEMENT—PREDICATE—two VERBS and a PARTICIPLE—Verb is in the POTENTIAL Mode—PRESENT Tense.

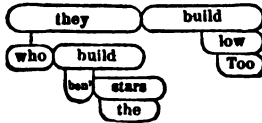
Not An Element in the SENTENCE—ADJUNCT—PRIMARY—WORD—ADVERB of Negation.

6. *He hears the thunder ere the tempest lowers.*

He hears thunder
ere the
tempest lowers
the

He	An Element in the SENTENCE—PRINCIPAL ELEMENT—SUBJECT —WORD—PRONOUN—PERSONAL—MASCULINE Gender—THIRD Person—SINGULAR Number—NOMINATIVE Case.
Hears	An Element in the SENTENCE—PRINCIPAL ELEMENT—PREDI- CATE—VERB—INDICATIVE Mode—PRESENT Tense.
The	An Element in the SENTENCE—ADJUNCT—PRIMARY—WORD— ADJECTIVE—SPECIFYING—PURE.
Thunder.....	An Element in the SENTENCE—PRINCIPAL ELEMENT—OBJECT —WORD—NOUN—COMMON—NEUTER Gender—THIRD Person —SINGULAR Number—OBJECTIVE Case.
Ere the tem- pest lowers... }	An Element in the SENTENCE—ADJUNCT—PRIMARY—SEN- TENCE—ADVERB—INTRANSITIVE.

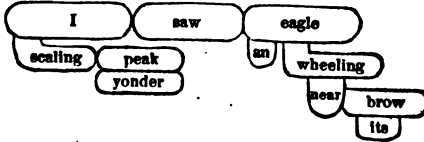
7. *Too low they build who build beneath the stars.*



Too	An Element in the SENTENCE—ADJUNCT—SECONDARY—WORD —ADVERB—of Degree.
Low	An Element in the SENTENCE—ADJUNCT—PRIMARY—WORD— ADVERB—of Place.
They	An Element in the SENTENCE—PRINCIPAL ELEMENT—SUBJECT —WORD—PERSONAL—MASCULINE Gender—THIRD Person— PLURAL Number—NOMINATIVE Case.
Build.....	An Element in the SENTENCE—PRINCIPAL ELEMENT—PREDI- CATE—VERB—INDICATIVE Mode—PRESENT Tense.
Who build be- neath the stars }	An Element in the SENTENCE—ADJUNCT—PRIMARY—SENTENCE —ADJECTIVE—SIMPLE—INTRANSITIVE.
Who	An Element in the Auxiliary SENTENCE—PRINCIPAL ELEMENT —SUBJECT—WORD—PRONOUN—RELATIVE—MASCULINE Gen- der—THIRD Person—PLURAL Number—NOMINATIVE Case.
Build.....	An Element in the SENTENCE—PRINCIPAL ELEMENT—VERB— INDICATIVE Mode—PRESENT Tense.
Beneath the stars	An Element in the SENTENCE—ADJUNCT—SECONDARY—PHRASE —ADVERBIAL—PREPOSITIONAL—INTRANSITIVE.

REM.—In the analysis of a Complex Sentence (see Obs. p. 62), an Auxiliary Sentence is found to perform an individual office, and accordingly it is parsed as *one Etymological Element* of the Principal Sentence. After it has been thus parsed, it should itself be analyzed, and the Words and Phrases of which it is composed be parsed according to their respective offices. The same remark is applicable to Phrases. [See Exercise 7, above, and 2, below.]

8. "Scaling yonder peak,
I saw an eagle wheeling near its brow."

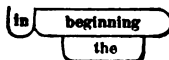


- Scaling yonder } An Element in the SENTENCE—an ADJUNCT—PRIMARY—a
peak..... } PHRASE—ADJECTIVE—PARTICIPIAL—TRANSITIVE.
I..... An Element in the SENTENCE—PRINCIPAL ELEMENT—SUBJECT
—WORD—PRONOUN—PERSONAL—MASCULINE Gender—FIRST
Person—SINGULAR Number—OBJECTIVE Case.
Saw..... An Element in the SENTENCE—PRINCIPAL ELEMENT—PREDI-
CATE—VERB—INDICATIVE Mode—PAST Tense.
An..... An Element in the SENTENCE—an ADJUNCT—PRIMARY—WORD
—ADJECTIVE—SPECIFYING—PURE.
Eagle..... An Element in the SENTENCE—PRINCIPAL ELEMENT—OBJECT—
WORD—NOUN—COMMON—MASCULINE Gender—THIRD Person
—SINGULAR Number—OBJECTIVE Case.
Wheeling near } An Element in the SENTENCE—an ADJUNCT—PRIMARY—
its brow..... } PHRASE—ADJECTIVE—PARTICIPIAL—INTRANSITIVE.
Near its brow... An Element in the PHRASE—an ADJUNCT—SECONDARY—
PHRASE—ADVERBIAL—PREPOSITIONAL—INTRANSITIVE.

ANALYSIS OF PHRASES BY THE CHART.

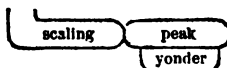
EXERCISES.

1. *In the beginning* (a Prepositional Phrase).



- In..... An Element in the PHRASE—PRINCIPAL ELEMENT—the LEADER
—a PREPOSITION.
The..... An Element in the PHRASE—an ADJUNCT—WORD—ADJECTIVE.
Beginning..... An Element in the PHRASE—PRINCIPAL ELEMENT—the SUB-
SEQUENT—a WORD—NOUN—OBJECT.

2. "Scaling yonder peak" (a Participial Phrase).



- Scaling..... An Element in the PHRASE—PRINCIPAL ELEMENT—the LEADER
—a PARTICIPLE—TRANSITIVE.

Yonder.....An Element in the PHRASE—an ADJUNCT—WORD—ADJECTIVE.
PeakAn Element in the PHRASE—PRINCIPAL ELEMENT—the SUBSE-
quent—a WORD—NOUN—OBJECT.

3. "*The time having arrived*" (an Independent Phrase).



The.....An Element in the PHRASE—an ADJUNCT—WORD—ADJECTIVE.
Time.....An Element in the PHRASE—PRINCIPAL ELEMENT—the LEADER
—a NOUN—INDEPENDENT CASE.
Having arrived..... } An Element in the PHRASE—PRINCIPAL ELEMENT—the SUBSE-
quent—a PARTICIPLE—INTRANSITIVE.

4. *To bestow many favors* (an Infinitive Phrase).



To.....An Element in the PHRASE—PRINCIPAL ELEMENT—the LEADER
—a PREPOSITION.
Bestow.....An Element in the PHRASE—PRINCIPAL ELEMENT—a part of
the SUBSEQUENT—a VERB—INFINITIVE Mode—TRANSITIVE.
Many.....An Element in the PHRASE—an ADJUNCT—ADJECTIVE.
Favors.....An Element in the PHRASE—PRINCIPAL ELEMENT—a part of
the SUBSEQUENT—OBJECT—WORD—NOUN.

REM.—Exercises like the above are well calculated to *prepare* the Student for Exercises in Syntax; and when he shall have learned the Rules of Syntax, he should combine the above Exercises with the application of those Rules.

PART III.

SYNTAX.

REM.1.—In PART II. we have discussed WORDS considered as Elements of Language; embracing,

1. The *Classification* of Words, according to their *offices*.
2. The *Modification* of such Words as vary their *forms* to correspond with changes in their offices.

REM. 2.—We have now to consider the *Relations* of the various Elements of Language to one another, in the construction of Sentences.

DEF. 163.—**Syntax** treats of the construction of Sentences by determining the relation, agreement, and arrangement of Words, and of other Elements.

GENERAL PRINCIPLES AND FACTS

To be noticed in the Analysis and Synthesis of Sentences and Phrases.

CLASSIFICATION.

A *Sentence* is an assemblage of Words, so arranged as to express an entire proposition.

- I.—Sentences have... $\left\{ \begin{array}{l} \text{Grammatical Distinctions, and} \\ \text{Rhetorical Distinctions.} \end{array} \right.$

GRAMMATICAL DISTINCTIONS.

REM.—The Grammatical distinctions are suggested by the *structure* or *mutual dependence* of the Sentences, and are indicated by the Diagrams of the Sentences.

- II.—In its *structure*

A Sentence is..... $\left\{ \begin{array}{l} \text{Transitive,} \\ \text{Intransitive, or} \\ \text{Mixed.} \end{array} \right.$


A Sentence is..... { *Simple,*
Compound, or
Complex.

V.—Auxiliary Sentences are in their offices..... { *Substantive, Adjective, Adverbial, or Independent.*

 Let the Pupil make a *Transitive Sentence*.

 Let the Pupil make a *Simple Sentence*.

 Let the Pupil make a *Complex Sentence*.

 Let the Pupil make a *Substantive Sentence*.

 Let the Pupil make an *Adjective Sentence*.

XVI.—An **Adverbial Sentence** is a Sentence that modifies a Verb, an Adjective, or an Adverb.

☞ Let the Pupil make an *Adverbial Sentence*.

XVII.—An **Independent Sentence** is not grammatically connected with any other Sentence—or it constitutes a Logical Adjunct of a Substantive.

☞ Let the Pupil make an *Independent Sentence*.

RHETORICAL DISTINCTIONS.

REMARK.—The Rhetorical distinctions are suggested rather by a *different arrangement of the words* composing the Sentences:—They are not indicated by Diagrams.

XVIII.—In their *Rhetorical distinctions*

Sentences are.....	{	<i>Declarative,</i> <i>Conditional,</i> <i>Interrogative,</i> <i>Imperative, or</i> <i>Exclamatory.</i>
--------------------	---	---

XIX.—A **Declarative Sentence** is a sentence that asserts a proposition.

A Declarative Sentence may be.. { *Positive, or*
Negative.

☞ Make a *Declarative Sentence—Positive—Negative.*

XX.—A **Conditional Sentence** is a sentence that asserts a conditional or hypothetical proposition.

☞ Make a *Conditional Sentence.*

XXI.—An **Interrogative Sentence** is a sentence, so arranged as to ask a question.

☞ Make an *Interrogative Sentence.*

XXII.—An **Imperative Sentence** is a sentence used to *command, exhort, or entreat.*

☞ Make an *Imperative Sentence.*

XXIII.—An **Exclamatory Sentence** is a sentence that expresses a sudden or intense emotion.


☞ Make an *Exclamatory Sentence.*

XXIV.—**Analysis** of a sentence is the act of resolving it into its Constituent Elements.


XXV.—Synthesis of a sentence is the act of properly selecting and placing together its Elements.

XXVI.—A Sentence consists of $\left\{ \begin{array}{l} \text{Principal Elements,} \\ \text{and} \\ \text{Adjunct Elements.} \end{array} \right.$

XXVII.—The Principal Elements of a Sentence are those Words necessary to make the unqualified assertion.

 Make a Sentence having *Principal Elements* only.

XXVIII.—The Adjuncts of a Sentence are the Elements used to modify or describe other Elements in the Sentence.


 Make a Sentence having *Adjuncts*.

XXIX.—The Principal Elements of a Sentence are..... $\left\{ \begin{array}{l} \text{The Subject,} \\ \text{The Predicate,} \\ \text{The Object.} \end{array} \right.$

XXX.—The Subject of a Sentence is that of which something is asserted.

XXXI.—The Predicate of a Sentence is the Word or Words that assert something of the Subject.

XXXII.—The Object of a Sentence is that on which the act expressed by the Predicate terminates.

 Let each Pupil make a Sentence, and name the *Subject*, the *Predicate*, and the *Object*.

XXXIII.—The SUBJECT of a Sentence may be $\left\{ \begin{array}{l} \text{A Word,} \\ \text{A Phrase, or} \\ \text{A Sentence.} \end{array} \right.$

XXXIV.—The OBJECT of a Sentence may be $\left\{ \begin{array}{l} \text{A Word,} \\ \text{A Phrase, or} \\ \text{A Sentence.} \end{array} \right.$

 Let each Pupil make a Sentence having a *Word Subject*.

Let each Pupil make a Sentence having a *Phrase Subject*.

Let each Pupil make a Sentence having a *Sentence Subject*.

 Let each Pupil make a Sentence having a *Word Object*.

Let each Pupil make a Sentence having a *Phrase Object*.

Let each Pupil make a Sentence having a *Sentence Object*.

XXXV.—A WORD used as the *Subject* or the *Object* of a Sentence may be..... $\left\{ \begin{array}{l} \text{A Noun,} \\ \text{or} \\ \text{A Pronoun,} \end{array} \right. \left\{ \begin{array}{l} \text{Common, or} \\ \text{Proper,} \\ \text{Personal,} \\ \text{Relative,} \\ \text{Interrogative,} \\ \text{Adjective.} \end{array} \right.$

☞ Let each Pupil make a Sentence having for its Subject—

- | | |
|--------------------------------|--------------------------------------|
| 1. A <i>Common Noun</i> . | 4. A <i>Relative Pronoun</i> . |
| 2. A <i>Proper Noun</i> . | 5. An <i>Interrogative Pronoun</i> . |
| 3. A <i>Personal Pronoun</i> . | 6. An <i>Adjective Pronoun</i> . |

☞ Let the Pupil use the same words as Objects of Sentences.

XXXVI.—NOUNS and PRONOUNS are of the..... { *Masculine Gender*,
Feminine Gender, or
Neuter Gender.

XXXVII.—NOUNS and PRONOUNS are of the..... { *First Person*,
Second Person, or
Third Person.

XXXVIII.—NOUNS and PRONOUNS are of the..... { *Singular Number*, or
Plural Number.

☞ Let the Pupil make Sentences having for their Subjects Nouns and Pronouns of the different *Genders*, *Persons*, and *Numbers*.

☞ Now use the same words as Objects of Sentences.

XXXIX.—The SUBJECT of a Sentence is in the *Subjective Case*.

XL.—The OBJECT of a Sentence is in the *Objective Case*.

XLI.—The GRAMMATICAL PREDICATE of a Sentence is { A *Verb*, with
or without { *Another VERB*,
A PARTICIPLE,
AN ADJECTIVE,
A NOUN,
A PRONOUN, or
A PREPOSITION.

☞ Let the Pupil make Sentences containing elements of each variety of Predicate mentioned.

XLII.—A VERB in Predicate may be the	{	<i>Indicative Mode</i> ,	{ Prior Past Tense, Past Tense,
			{ Prior Present Tense, Present Tense,
			{ Prior Future Tense, Future Tense.
	{	<i>Potential Mode</i> ,	{ Prior Past Tense, Past Tense,
{ Prior Present Tense, Present Tense.			
{	<i>Subjunctive Mode</i> ,	{ Past Tense, Present Tense.	
		{	{ Present Tense.
{	<i>Imperative Mode</i> ,	{	{ Present Tense.
		{	{

XLIII.—A VERB in Predicate must agree with its Subject in..... ***Person***
and
Number.

XLVI.—Secondary Adjuncts are attached to other Adjuncts.

[illegible]

XLVIII.—WORDS, PHRASES, and SENTENCES used as Adjuncts are, . . .	Adjectives	or	<i>Qualifying,</i>	<i>Compar.</i>		
				<i>Superl.</i>		
				<i>Posit.</i>		
Adverbs,	<i>Specifying,</i>	<i>Pure.</i>	<i>Numeral.</i>	<i>Possessive.</i>		
					<i>Verbal,</i>	<i>Trans.</i>
			<i>Time,</i>			
			<i>Place,</i>			
			<i>Degree,</i>			
			<i>Manner,</i>			
			<i>Cause,</i>			
			<i>etc., etc.</i>			

LII.—A Word of **Euphony** is, in its office, chiefly *Rhetorical*.

II. PHRASES.

LIII.—A **Phrase** is a combination of Words not constituting an entire proposition, but performing a distinct office in the structure of a Sentence or of another Phrase.

LIV.—A PHRASE consists of..... { *Principal Elements*
and
Adjunct Elements.

LV.—The **Principal Elements** of a Phrase are those words necessary to its structure.

☞ Let the Pupil make a Phrase having *Principal Elements* only.

LVI.—The **Adjuncts** of a Phrase are Elements used to modify or describe other Elements.

☞ Let the Pupil make a Phrase having *Adjuncts*.

LVII.—The **PRINCIPAL ELEMENTS** of a { The *Leader* and
Phrase are..... { The *Subsequent*.

LVIII.—The **Leader** of a Phrase is the Word used to introduce the Phrase.

LIX.—The **Subsequent** of a Phrase is the Element which follows the Leading Word as its Object.

☞ Let the Pupil make Phrases, and distinguish the *Leaders* from the *Subsequents*.

LX.—The **ADJUNCTS** may consist { *Adjective* } WORDS,
of..... { or } PHRASES, or
{ *Adverbial* } SENTENCES.

☞ Let the Pupil make Phrases having *Adjective Words—Phrases—Sentences*.

LXI.—A PHRASE is..... { *Transitive* or
{ *Intransitive*.

LXII.—A PHRASE having a Transitive Verb or Participle as a Principal Element, is a **Transitive Phrase**.


☞ Let the Pupil make a Transitive Phrase; 1. *Participial*—2. *Infinitive*.

LXIII.—A PHRASE whose Subsequent is a Noun or a Pronoun, or a Verb or a Participle having no Object, is an **Intransitive Phrase**.


☞ Let the Pupil make an Intransitive Phrase; 1. *Prepositional*—2. *Participial*—3. *Infinitive*—4. *Independent*.

LXIV.—A PHRASE is, *in form* . . . { *Prepositional,
Participial,
Infinitive, or
Independent.*


LXV.—A **Prepositional Phrase** is one that is introduced by a Preposition—having a Substantive Element as its object of relation.

 Let the Pupil make a *Prepositional Phrase*.


LXVI.—A **Participial Phrase** is one that is introduced by a Participle, being followed by an Object of an action, or by an Adjunct.

 Let the Pupil make a *Participial Phrase*.

LXVII.—An **Infinitive Phrase** is one that is introduced by the Preposition *to*—having a Verb in the Infinitive Mode as its Object of relation.

 Let the Pupil make an *Infinitive Phrase*.


LXVIII.—An **Independent Phrase** is one that is introduced by a Noun or a Pronoun—having a Participle depending on it.

 Let the Pupil make an *Independent Phrase*.


LXIX.—A PHRASE is **Compound** when it has two or more Leaders or Subsequents.

 Let the Pupil make a *Compound Phrase*—Compound *Leaders*—Compound *Subsequent*.

LXX.—A PHRASE is **Complex** when one of its Principal Parts is qualified by another Phrase.

 Let the Pupil make a *Complex Phrase*.

LXXI.—A PHRASE is **Mixed** when it has one or more *Transitive*, and one or more *Intransitive*, Subsequents.

 Let the Pupil make a *Mixed Phrase*.

REM. 1.—Words combined into a Sentence, have a relation to each other—a relation which often determines their *forms*. The Principal Modifications of words, as treated in PART II. of this work, are those of form—and these forms vary according to their relation to other words.

But the *form* does not always determine the office of words in a Sentence.

I may say, "Frederick assisted James,"
and "James assisted Frederick."

Here, although I use the same words and the same *form* of those words, I make two widely different assertions. The difference in

REM. 2.—As Diagrams are of great service in constructing Sentences, by serving as tests of the grammatical correctness of a composition, they are inserted in PART III. It is hoped that the Teacher will not fail to require the Class to write Sentences which shall contain words in every possible condition, and in every variety of modification. Young Pupils and beginners should be required to place the Sentences in Diagrams.

OF THE PRINCIPAL ELEMENTS.

PRIN.—The **basis** of every Sentence is the **Substantive Word** representing the person or the thing *subjected to discussion*.

By Grammarians, this Word is called the Subject.

PRIN. 1.—The *Subject of a Sentence* must be a *Substantive*.

PRIN. 2.—In <i>form</i> the Subject may be	A <i>Word</i> ,	{ NOUN or PRONOUN.
	A <i>Phrase</i> ,	SUBSTANTIVE.
	A <i>Sentence</i> ,	SUBSTANTIVE.

1. A Word. { (a) Noun ...1. "*Virtue* secures happiness."
 (b) Pronoun.2. "*He* plants his footsteps in the sea."

2. A Phrase3. "*His being a minister*, prevented his rising to civil power."
 4. "*To give good gifts and to be benevolent*, are often very different things."

3. A Sentence5. "*That all men are created equal*, is a self-evident truth."

What "is a self-evident truth?" . . . Ans.—"That all men are created equal."

COMPOUND SUBJECTS.

EXAMPLES.

Sentences ...3. Where he went and when he will return are alike unknown to me.

II. LIMITATIONS OF THE SUBJECT.

1. By *declaring* an attribute of it; and
2. By *assuming* an attribute of it.

EXAMPLES.

1. *Declared*.—Arthur *sleeps*, Arthur *is sleeping*, Arthur *is sleepy*.
2. *Assumed*.—*Sleepy* Arthur has no lesson.

PRIN. 1.—The Subject is limited { By its *Predicate*,
By its *Adjuncts*.

PRIN. 2.—Every Subject must have a Predicate expressed or implied.

EXAMPLES.—1. Who studies Grammar? 2. John. ——— ———

(1.)

who	studies	Grammar	John	X	X
-----	---------	---------	------	---	---

OBS. 4.—The Subject may be limited by Adjuncts.

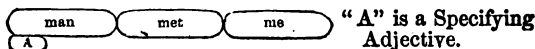
And these Adjuncts are Specifying, Qualifying, or Verbal Adjectives, and may be....

{	<i>Words,</i>
	<i>Phrases, or</i>
	<i>Sentences.</i>

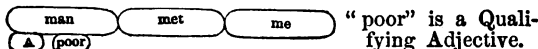
EXAMPLES.

1. Words.—(a) *One Word*...A man met me.

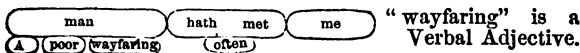
(2.)

(b) *Two Words*...A poor man met me.

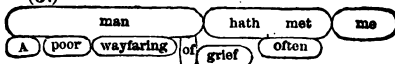
(3.)

(c) *Three Words*...A poor wayfaring man met me.

(4.)

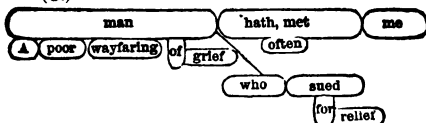
(d) *Three Words and a Phrase*...A poor wayfaring man of grief hath met me.

(5.)

(e) *Three Words, a Phrase and a Sentence.*

"A poor wayfaring man of grief
Hath often met me [on my way],
Who sued [so humbly] for relief,
[That I could never answer Nay]."

(6.)



EXERCISES.

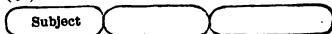
Let each Pupil make a Sentence having

1. Its Subject limited by *one* Word.....
 1. A *Specifying Adjective*,
 2. A *Qualifying Adjective*,
 3. A *Verbal Adjective*.
2. Its Subject limited by *two* Words.
3. Its Subject limited by *three or more* Words.
4. Its Subject limited by a *Phrase*
 1. *Prepositional*,
 2. *Participial*,
 3. *Infinitive*.

5. Its Subject limited by a *Sentence* { 1. *Transitive*,
2. *Intransitive*.
6. Its Subject limited by a *Word* and a *Phrase*.
7. Its Subject limited by a *Word*, a *Phrase*, and a *Sentence*.
8. Its Subject limited by a *Logical Adjunct—Word*. (See p. 34.)
9. Its Subject limited by a *Logical Adjunct—Phrase*. (See p. 34.)
10. Its Subject limited by a *Logical Adjunct—Sentence*. (See pp. 34, 48.)

III. THE CONDITION OF THE SUBJECT.

(7.)



RULE 1.—The *Subject* of a *Sentence* must be in the **Subjective Case**.

SUBJECT WORD.

PRIN.—A Subject *Word* must be a *Noun* or a *Pronoun*.

(a.) THE FORM OF THE SUBJECT.

REM.—Because English Nouns are not varied in form to denote the Case (except the Possessive), their CASE can not be determined by their *forms*. Hence, much attention is required in giving them their proper *position* in a *Sentence*.

But when the Subject of a *Sentence* is a Personal Pronoun, or the Relative or the Interrogative *who*, the form indicates the Subject.

NOTE 1.—The Subject of a *Sentence* should have its appropriate *form*.

EXAMPLES.—1. “*I* come not here to talk.”

2. “*You* know too well the story of our thralldom.”

3. “*Thou* art perched aloft on the beetling crag.”

4. “Heeds *he* not the bursting anguish?”

5. “*She* could not pass the Regents’ examination.”

6. “*It* came and faded like a wreath of mist.”

7. “*We* are watchers of a beacon.”

8. “*Ye* have set at naught all my counsel.”

9. “*They* have gone from their mountain-home.”

10. “*Who* will show us any good?”

11. “When *Greek* meets *Greek*, comes the tug of war.”

Errors in the Form of the Subject.

REM. 1.—Errors in the *forms* of the Subject are limited to Pronouns.

REM. 2.—Let the Pupils correct the errors of the following Sentences, and give the authority for every criticism, by a proper reference to Rule I, or to Notes and Observations under the Rule.

1. "I must protect those boys, for *them* are my friends."

That is not proper, because "*them*," which is intended for the Subject of "are friends," has not the *form* of the Subject. Change "*them*" to "*they*," "the appropriate form" for the Subject, and the sentence will read—*they* are my friends.

 Thus correct the following errors by Note 1.

2. "My sister and *me* were both invited."
3. "We have not learned *whom* else were invited."
4. "Scotland and *thee* did each in other live."—*Dryden*.
5. "Tell me in sadness *whom* is she you love."—*Shakespeare*.
6. "*Him* I most loved fell at Gettysburg."
7. "*Them* are the boys we saw."
8. "The rustic's sole response was, '*Them's* my sentiments.'"
9. "Has *thee* been to the yearly meeting?"
10. "John and *me* go to the same school."
11. "Mother, do you care if *us* girls have a little dance in the parlor?"
12. "Anna says that *her* and *me* can never learn much unless we study evenings."
13. "Let's you and *me* take a walk in the grove."
14. "You are the masters, and not *me*."
15. "He will in nowise cast out *whomsoever* cometh unto him."
16. "He feared his men would be cut off, *whom* he saw were off their guard."
17. "*Whomsoever* will compel thee to go a mile, go with him twain."—*Dymond's Essays*.
18. We are to blame, and not *them*.
19. "The king of the Samaritans, *whom* we may imagine was no small prince, restored the prisoners."
20. "I know not whom else are expected."

(b.) POSITION OF THE SUBJECT.

NOTE 2.—In *position*, the Subject of a Sentence commonly precedes the Verb.

EXAMPLES.—1. Anna sings. (8.)

Anna	sings
------	-------

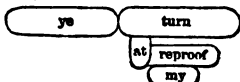
2. Resources ARE DEVELOPED.

3. Virtue SECURES happiness.

EXCEPTION 1.—When the Verb is in the Imperative Mode, it precedes the Subject.

EXAMPLE.—“Turn YE, turn YE, at my reproof.”

(9.)



EXCEPTION 2.—When the word *there* is used only to introduce the Sentence.

EXAMPLES.—1. “There *is* a CALM for those who weep.”

2. ——— “There *breathes* not a SOUND,
While friends in their sadness are gathering round.”

EXCEPTION 3.—By the poets and public speakers, for rhetorical effect.

EXAMPLES.—1. “Loud *peals* the THUNDER.”

2. “*Perish* the grovelling THOUGHT.”

EXCEPTION 4.—A Sentence having a Noun or a Pronoun in Predicate, is often transposed. (See p. 555.)

EXAMPLES.—1. “The proper study of mankind is *man*.”

2. “A train-band captain, eke was *he*.”

3. “His pavilion were dark *waters* and thick *clouds*.”

EXCEPTION 5.—The Subject follows the Predicate, or the first Word of the Predicate, in *Declarative Sentences*, when the Conjunction *if*, used to introduce a conditional or modifying Sentence, is omitted.

EXAMPLE.—“*Dost* THOU not, Hassan, lay these dreams aside,
I'll plunge thee headlong in the whelming tide.”

EXCEPTION 6.—In *Interrogative Sentences*, the Subject is placed after the Verb, first.

EXAMPLES.—1. “*Heeds* HE not the bursting anguish?”

2. *Is* HE injured?—3. *Is* SHE kind?—4. *Is* HE a scholar?—5. *Must*
I leave thee?—6. May I go?

OBS. 1.—But the Interrogatives *who*, *which*, and *what*, used as Subjects, precede their Verbs.

EXAMPLES.—“WHO *will* show us any good?”

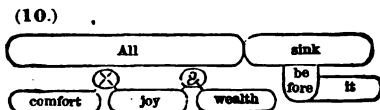
“WHAT *can* compensate for loss of character?”

“WHICH *shall* be taken first?”

OBS. 2.—When one word includes in its signification many others, expressed in the same connection, the general term is the proper Subject of the Verb; and the included terms may be re-

garded as explanatory, and, therefore, independent in construction. (See Independent Case, p. 88.)

EXAMPLES.—“*All sink before it—comfort, joy, and wealth.*”



Some teachers prefer to supply the ellipsis—which is not improper.

OMITTED SUBJECT.

NOTE 3.—The Subject may be suppressed only when the sense is sufficiently clear without it.

EXAMPLE.—“Washington, when a boy, was remarkable for his manliness.”

When *he was* a boy. This is correct, because it is sufficiently clear.

ERROR.—“William came to school early; but lost his books on the way, had no lesson. Say *having* lost his books on the way, *he* had no lesson.”

OBS. 3.—The Subject of an Imperative Verb is commonly suppressed.

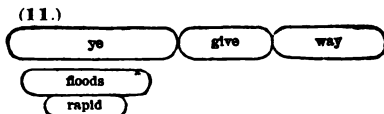
EXAMPLE.—“[] Take each man's censure, but [] reserve thy judgment.”

OBS. 4.—But it is sometimes expressed.

EXAMPLE.—“Go *ye* into all the world.”

OBS. 5.—It is sometimes accompanied by an explanatory word.

EXAMPLE.—“*Ye rapid floods*, give way.” (See “Independent Case.”)



NOTE 4.—Unnecessary repetition of the Subject should be avoided.

OBS. 6.—This principle is violated in the following Examples.

1. The people *they* are foolish.

3. Our boys *they* all go to school.

OBS. 7.—But this practice is allowable, when necessary to a proper rhetorical effect, or to complete the Rhythm in verse.

EXAMPLES.—1. Our *Fathers*, where are *they*? And the *Prophets*, do *they* live forever?

2. His teeth *they* chatter, chatter still.

OBS. 8.—The agent of an action is commonly the Subject of the Sentence, but the agent of an action expressed by an Infinitive Verb, may be in the Subjective or in the Objective Case.

EXAMPLES.

1. *Subjective*.—1. John was invited to go.

2. *Objective*.—2. I invited HIM to go.—3. It is best for me to remain.

OBS. 9.—The agent of an action expressed by a Participle is commonly in the Possessive Case.

EXAMPLES.—1. I heard of *your* GOING to Boston.

2. John's JOINING the army was unexpected by his friends.

OBS. 10.—But it may be in the Subjective, in the Objective, and in the Independent Case.

EXAMPLES.

Subjective.—1. "Scaling yonder peak, I saw an eagle

Objective.—2. Wheeling near its brow."

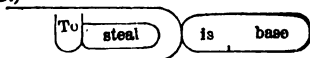
Independent.—3. The hour having arrived, we commenced the exercises.

SUBJECT PHRASE.

OBS. 11.—A Subject Phrase constitutes one distinct Element in the structure of a Sentence, and should be construed and parsed in the same manner as a Subject Word. Thus,

1. "To steal is base."

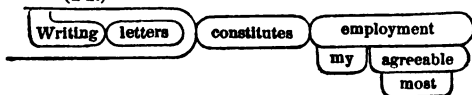
(13.)



"To steal" is a Phrase—in *form*, *Infinitive* ;
in *office*, *Substantive* ; for it is the Subject of "is base."

2. Writing letters constitutes my most agreeable employment.

(14.)



"Writing letters" is a Phrase—in *form*, *Participial* ;
in *office*, *Substantive* ; for it is the Subject of "constitutes employment."

OBS. 12.—A Phrase used as the Subject of a Sentence is always in the Third Person, Singular Number.

OBS. 13.—After a Phrase *as such* has been parsed, it should be analyzed, by resolving it into its constituent Elements. Thus, in the Phrase “to steal,” “To”...is the Leader...a Preposition. “Steal”...is the Subsequent...a Verb...Infinitive Mode...Present Tense...and Object of the Preposition “to.”

And in the Phrase “writing letters,” “Writing”...is the Leader...a Participle...Active Present. “Letters”...is the Subsequent...a Noun...Common...Third Person...Plural Number...Objective Case.

FORM OF THE SUBJECT PHRASE.

OBS. 14.—The Phrases commonly used as Subjects of Sentences, are the *Infinitive* and the *Participial*—Prepositional and Independent Phrases being seldom thus used. (See CLARK’S ANALYSIS, page 109, *note*.)

EXAMPLES.

Participial.—1. *Making Sentences* is a profitable exercise.

Infinitive.—2. *To make Sentences according to order* requires some skill.

☞ Let each Pupil make a Sentence having a *Participial Phrase* for its Subject.

Let each Pupil make a Sentence having an *Infinitive Phrase* as its Subject.

POSITION OF THE SUBJECT PHRASE.

NOTE 5.—In Position, the Subject Phrase commonly *precedes* its Predicate.

EXAMPLES.—1. *To do good* is the DUTY of all men.

2. *Managing the household affairs* now CONSTITUTES the sum of my employments.

OBS. 15.—EXCEPTION.—The Subject Phrase sometimes *follows* its Predicate.

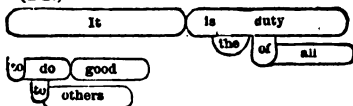
EXAMPLE.—“The sure way to be cheated is, *to fancy ourselves more cunning than others*.”

REM. 1.—“*To fancy ourselves more cunning than others*,” is the Subject. “Is way,” is the Predicate.

REM. 2.—This position generally obtains, when the Indefinite Pronoun *it* is placed instead of the Phrase. “*It*” precedes, and the Phrase follows the Verb.

EXAMPLE.—It is the duty of all to do good to others.

(14.)

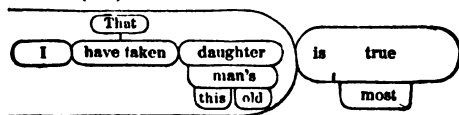


REM. 3.—In parsing Examples like these, we parse "*it*" as the grammatical Subject of the Sentence; and the Phrase as explanatory of the Pronoun *it*—used to define the Indefinite Word—and is, in its office, analogous to a Word used to explain a preceding Noun. (See Independent Case, Obs. 2, p. 88.)

SUBJECT SENTENCES.

"*That I have taken this old man's daughter is most true.*"

(15.)



OBS. 16.—In Examples like the above we have two Sentences—one, *Principal*, the other *Auxiliary* or *Subordinate*, both together constituting a Complex Sentence. (See p. 42.) The Auxiliary Sentence is an Element in the Principal—the *Subject*, and should be parsed accordingly.

Thus, in the above complex Sentence, the Principal Sentence is *Simple, Intransitive*, having one Subject—"That I have taken this old man's daughter;" one Predicate—"is true;" and one Adjunct—"most."

OBS. 17.—A Sentence used as the Subject of another Sentence, is always in the Third Person, Singular Number.

OBS. 18.—After an Auxiliary Sentence has been parsed, as one Element in its Principal Sentence, it should be analyzed by resolving it into its constituent Elements. Thus, in the Auxiliary Sentence given above,

- "That" Introduces the Sentence; hence, a *Conjunction*.
- "I" Is the Subject of its Sentence; hence, a *Substantive*.
- "Have taken" Is the Predicate; a *Verb* and a *Participle*.
- "This" Is an Adjunct of "man" ['s]; hence, an *Adjective*.
- "Old" Is an Adjunct of "man" ['s]; hence, an *Adjective*.

"Man's".....Is an Adjunct of "daughter;" hence, an *Adjective*.

"Daughter"...Is the Object of "have taken;" hence, a *Substantive*.

OBS. 19.—The Subject Sentence is commonly—not always—introduced by the Conjunction "*that*." (See Examples below.)

POSITION OF SUBJECT SENTENCES.

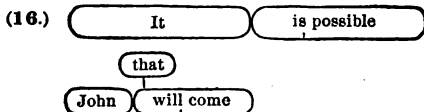
NOTE 6.—A Subject Sentence is placed before its Predicate.

EXAMPLES.—1. "*That we differ in opinion* IS NOT STRANGE."

2. "*How he came by it*, SHALL BE DISCLOSED in the next chapter."

OBS. 20.—EXCEPTIONS.—When the Pronoun *it* is substituted for a Subject Sentence, the Pronoun *precedes*, and the Sentence for which it stands is placed *after* the Verb.

EXAMPLE.—"It is probable *that John will come*."



OBS. 21.—In parsing Sentences like the above, we are to parse "*it*" as the grammatical Subject of the Principal Sentence, and the whole Auxiliary Sentence as explanatory of the word "*it*"—a Logical Adjunct of "*it*." (See "Logical Adjunct," p. 34.)

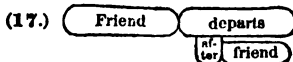
EXERCISES.

EXAMPLES FOR ANALYSIS AND PARSING.

Let the Class make Sentences, which shall be correct examples of the several *Notes*, *Observations*, and *Remarks*, under Rule 1.

MODEL.

1. *Friend after friend departs.*



ANALYSIS.

PRINCIPAL ELEMENTS { Subject... "Friend" } Simple Sentence,
 { Predicate... "departs." } Intransitive.

ADJUNCT ELEMENT... { Of the Subject. }
 { Of the Predicate... "After friend"...a Phrase.

THE LEADER.....*After*.....a Preposition.

THE SUBSEQUENT.....*Friend*.....a Noun.

PARSED BY THE CHART.

"Friend".....is an Element in the Sentence.

Principal Element.

Subject.

Word.

Noun.

Common.

Third Person.

Singular Number.

Subjective Case—according to

Rule 1st. *The Subject of a Sentence must be in the Subjective Case.*

☞ Thus analyze all the Sentences in the following Examples, and parse the Subjects of each.

ADDITIONAL EXAMPLES.

2. There is no *union* here of hearts,
That finds not here an end ;
3. Were this frail *world* our final rest,
Living or dying *none* were blest.
4. Thus *star* by star declines,
Till *all* are passed away ;
5. As *morning* high and higher shines,
To pure and perfect day :
6. Nor sink those *stars* in empty night,
But hide themselves in heaven's own light.

7. " *Rewarding and punishing actions by any other rule, would appear much harder to be accounted for by minds formed as he has formed ours.*"—*Bishop Butler.*

8. " *What time he took orders, doth not appear.*"—*Life of Butler.*

9. " *That every day has its pains and sorrows, is universally experienced.*"

10. " *My hopes and fears start up alarmed.*"

11. " *Who shall tempt, with wandering feet,
The dark, unfathomed, infinite abyss ?*"

12. " *Not a drum was heard, nor a funeral note.*"

13. " *Not half of our heavy task was done.*"

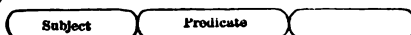
14. " *Few and short were the prayers we said.*"

15. " *A chieftain's daughter seemed the maid.*"

16. " *Her satin snood, her silken plaid,
Her golden brooch, such birth betrayed.*"

SYNTAX OF THE PREDICATE.

(18.)



REM.—The Predicate declares.....	{	1. Absolutely, 2. Conditionally, 3. Potentially, 4. Imperatively, or 5. Interrogatively,	}	1. Existence, 2. State, 3. Condition, 4. Change, or 5. Act performed or received.
----------------------------------	---	--	---	---

I. MATERIAL OF THE PREDICATE.

PRIN.—There can be no Predicate without a Verb.

OBS. 1.—The Verb in Predicate may stand alone, or it may have other words before or after it.

OBS. 2.—The various forms of Predicates are exhibited in the following

EXAMPLES.

1. A Verb.....Boys *study*.
We *recite*.
2. A Verb and a Participle.....Boys *are studying*.
Lessons *are recited*.
3. A Verb and an Adjective.....Boys *are studious*.
Lessons *are difficult*.
4. A Verb and a NounBoys *are students*.
Books *are helps*.
5. A Verb and a PronounIt *is I*.
Was *it you?*
6. A Verb and two ParticiplesBoys *have been studying*.
Lessons *have been recited*.
7. A Verb, a Participle, and an Adjective.....Boys *have been studious*.
Lessons *had been difficult*.
8. A Verb, a Participle, and a NounWe *have been boys*.
They *have been classmates*.
9. A Verb, a Participle, and a PronounHad *it been we?*
It *had been we*.
10. A Verb and a Verb.....Boys *do study*.
We *can recite*.
11. A Verb, a Verb, and a Participle.....Boys *may be studying*.
Lessons *should be recited*.
12. A Verb, a Verb, and an Adjective.....Boys *should be studious*.
Books *may be beneficial*.
13. A Verb, a Verb, and a Noun.....Boys *should be students*.
Books *may be companions*.

14. A Verb, a Verb, and a Pronoun..... *Can it be you?*
It might be he.
15. A Verb, a Verb, a Participle and a Participle. *Boys should have been studying.*
Lessons will have been recited.
16. A Verb, a Verb, a Participle and an Adjective. *Boys should have been studious.*
Lessons may have been difficult.
17. A Verb, a Verb, a Participle and a Noun.... *Boys might have been students.*
We should have been friends.
18. A Verb, a Verb, a Participle and a Pronoun. *It may have been he.*
Who could it have been?

OBS. 3.—From the above complete list of Predicates of Simple English Sentences, we see,

1. That the Predicate may consist of *one, two, three, or four* words.
2. That a Verb may be a complete Predicate.
3. That more frequently a Verb is only a part of a Predicate.
4. That the first word must be a *Verb*.
5. That the last word may be a *Verb, a Participle, an Adjective, a Noun, or a Pronoun*.
6. That the last word in Predicate is the *Principal Word*.
7. That the other words are *Auxiliary*—indicating *Voice, Mode, or Tense* in addition to the office of *asserting the existence, the attribute, the office, or the act of the Subject*.

Hence,

OBS. 4.—In parsing a Predicate, we should first parse the entire Predicate as *one individual element*, and then distinguish the various offices of its *several words*. [See MODEL, p. 999.]

OBS. 5.—Besides the above forms and combinations of words in Predicate, we have certain idiomatic forms of Sentences, in which Phrases occur in Predicate.

EXAMPLES.—1. I am to go,

(19.)

I am to go

for I must go.

I must go

2. John was in hopes of receiving the prize,
Equivalent.—John hoped to receive the prize.

3. "To feel is to be fired," (20.)

to feel is to be fired

4. "And to believe, Lorenzo, is to feel,"

to believe is to feel

Equiv.—If we believe, we feel, and if we feel
 we are fired.

REM.—The use of Phrases in Predicate is not often elegant, and should generally be avoided when other equivalent forms will express the same thought.

EXERCISES.

Let each Pupil make a Sentence having for its Predicate—

1. One Verb. 2. Two Verbs.
3. One Verb and a Participle
4. One Verb and an Adjective.
5. One Verb and a Noun.
6. One Verb and a Pronoun.
7. Two Verbs and a Participle.
8. Two Verbs and an Adjective.
9. Two Verbs and a Noun.
10. Two Verbs and a Pronoun.
11. One Verb and two Participles.
12. One Verb, a Participle, and an Adjective.
13. One Verb, a Participle, and a Noun.
14. One Verb, a Participle, and a Pronoun.
15. Two Verbs, a Participle, and an Adjective.
16. Two Verbs, a Participle, and a Noun.
17. Two Verbs, a Participle, and a Pronoun.
18. Two Verbs and two Participles.

II. MODIFICATIONS OF THE PREDICATE.

REM.—As the Subject is limited (see p. 000),

1. *Logically*, by its *Predicate*, and
2. *Grammatically*, by its *Adjuncts*; so

PRIN.—The Predicate may be modified,

1. *Logically*, by its *Object*, and
2. *Grammatically*, by its *Adjuncts*.

DEF. 164.—Predicates that have Objects are called **Transitive Predicates**.

EXAMPLES.—1. Boys *study Grammar*.

2. Columbus *discovered America*.

DEF. 165.—Predicates that have no Objects are called **Intransitive Predicates**.

EXAMPLES.—1. Boys *play*. 2. I *might have been studying*.

3. America *was discovered*.

DEF. 166.—Predicates that have Adjuncts are called **Modified Predicates**.

EXAMPLES.—1. Charles *calls* often.

2. "We *have come* from the mountains."

PRIN.—Adjuncts of the Predicate may be $\left\{ \begin{array}{l} \text{Words,} \\ \text{Phrases, or} \\ \text{Sentences.} \end{array} \right.$

EXAMPLES.

Words 1. "We shall *soon* go hence."

2. "On, *still on*, he PRESSES, and forever."

Phrases 3. "Time SLEPT *on flowers*."

4. "I HAVE BEEN SITTING *by the hillside*."

Sentences... 5. "Where'er we turn, thy glories SHINE."

6. "If you have a proper self-respect, you WILL NOT BE LAVISH OF your company to any one."

PRIN.—All modifications of *Verbs, Participles, or Adjectives* in Predicate are *Adverbs*. But *Nouns* and *Pro-nouns* in Predicate may be modified or limited by *Adjectives*.

PRIN.—Adjuncts of the Predicate $\left\{ \begin{array}{l} \text{Logical and} \\ \text{may be..... } \end{array} \right. \left. \begin{array}{l} \text{Grammatical.} \end{array} \right.$

OBS. 1.—Logical Adjuncts of Predicates generally consist of Independent Phrases substituted for Adverbial Sentences.

EXAMPLES.


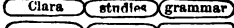
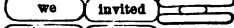



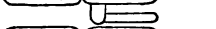
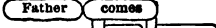
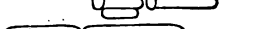

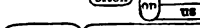

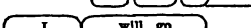
1. *The bell having rung*, we went to dinner.
2. *When the bell had rung*, we went to dinner.
-

REM.—"The bell having rung," is an Independent *Phrase*. (See p. 25.) "When the bell had rung," is an Auxiliary *Sentence*. (See p. 45.) In the above examples, both the Sentence and the Phrase alike modify "proceeded," *as to time*. But

The *Phrase*, having no word making a grammatical connection with the Predicate, is said to be a *Logical Adjunct*; whereas, The *Sentence*—being joined to the Predicate by the Adverbial Conjunction "*when*"—is a *Grammatical Adjunct*.

EXERCISES.

Let each Pupil make a Sentence* whose Predicate shall have

1. No Object.....
Anna sings. 
2. One Object.....
Clara studies Grammar. 
3. Two Objects.....
We invited Lucy and Jennie. 
4. One Word Adjunct.....
Anna sings sweetly. 
5. Two Word Adjuncts.....
Lucy comes here often. 
6. One Phrase Adjunct.....
Clara studies at home. 
7. Two Phrase Adjuncts.....
Father comes from the office at noon. 
8. One Word and One Phrase.....
Lucy often calls on us. 
9. Two Words and one Phrase.....
Ernest generally speaks well at school. 
10. One Intransitive Sentence Adjunct.....
I will go if you will. 
11. One Transitive Sentence Adjunct..
John studies when he attends school. 
12. One Word, one Sentence, and one Phrase.....
We seldom succeed in school unless we obey commands. 
13. One Logical Adjunct.....
The cars having departed, we returned. 

PRIN.—The same Subject may have more than one Predicate.

EXAMPLES.

Two Predicates... "It came and faded like a wreath of mist."

Three " " "The boys respect, obey, and love their teacher."

Four " " "He bounds, pervades, controls, encircles all."

[See Diagrams, pp. 44, 55, 58.]

III. SUPPRESSED PREDICATES.

NOTE 1.—One or more words in Predicate may be suppressed when the sense is not thereby weakened nor obscured.

* Let the Sentences made be adapted to their corresponding Diagrams.

EXAMPLES.

- The 1st Word*..1. "Most happy—they whom least his arts deceive."
 2. "If—heard aright, it is the knell of my departed hour."
The 2d Word..3. "I'll—to the woods away."
 4. "They may—and should return to allegiance."
The 3d Word..5. "May you never be deceived as I have been—."
The entire Predicate..6. "—To arms." "—To your tents, O Israel!"
 7. "To whom thus Eve—."
 8. "Where's the boy but three feet high,
 That's made improvement more than I?"

EXERCISES.

Let the Pupils name the words in the following Predicates whose suppression will contribute to conciseness, force, or elegance.

1. I'll *go* away.
2. *Go* back to thy punishment, false traitor.
3. I shall go to the city and *shall* buy me a hat.
4. John went and James *went* and George *went* to the city.
5. I can *go* and will go to the lecture.
6. Ernest has studied and *has* recited his lessons well.
7. The other boys can *learn* and should learn the same lessons.
8. You can go and *can* return on the same day.
9. Anna can sing better than Ernest can *sing*.
10. I wish Harmon were as much interested as Arthur is *interested*.
11. Is Mary taller than Albert *is tall*?
12. The stars are as bright as the sun *is bright*.

NOTE 2.—No part of the Predicate should be omitted, when the sense is thereby altered or obscured.

 Let the Pupils correct the following

ERRORS.

1. "I shall avoid it altogether if it can be—"
2. "Illustrations make more vivid impressions than can be—by reasoning."
3. "A poet, by force of genius alone, may rise higher than a public speaker—"
4. William assisted George more than Charles—
5. "A squirrel can climb a tree quicker than a boy"— — —
6. John obeys his teacher as cheerfully as James—
7. William secured his position before Ernest—
8. "Ralph assisted his father more than James"— —
9. "I—studied my lesson since school opened."
10. "I—see you again to-morrow."
11. —"You ask for my opinion?"

IV. ACTIVE PREDICATES.—PASSIVE PREDICATES.

OBS. 1.—The Predicate may declare an act

1. Done *by* its Subject "*Active Voice*."
2. Done *to* its Subject "*Passive Voice*."

EXAMPLES.

- (1.) Action of its Subject { 1. We *love*. 2. We *see*.
 3. Columbus *discovered* America.
 4. John *is building* his house.
- (2.) Action to its Subject { 1. We are *loved*. 2. We are *seen*.
 3. America *was discovered*.
 4. John's house *is being built*.

OBS. 2.—Taste and judgment should be exercised in deciding which form—Active or Passive—should be used. But,

OBS. 3.—Generally we use the *Active* form when the principal thought centers on the *Agent*.EXAMPLES.—" *Virtue* secures happiness." *Temperance* promotes health.Here "*virtue*" and "*temperance*" indicate the prominent thoughts.OBS. 4.—We use the *Passive* form, when the principal thought centers on the *recipient* of the action, or when we do not know or do not care to mention the agent.EXAMPLES.—1. "*Manhood* is disgraced by the consequences of neglected youth."2. "The *crew* were saved, but the *ship* was lost."Here, "*manhood*," "*crew*," and "*ship*" are most prominent in thought.NOTE 3.—When the *Agent* of an act is made the Subject, the *Active Voice* should be used.EXAMPLES.—1. Mr. *Dewey* has examined his class.2. "The village *master* taught his little school."NOTE 4.—When the *recipient* of the action is made the Subject, the *Passive* form should be employed.EXAMPLES.—1. The *class* has been examined.2. The *school* was taught by Dewey.

OBS. 5.—An Active Transitive Predicate may be changed to the Passive Intransitive form without materially altering the sense.

EXAMPLES.

Active... I saw him.(21.)

I	saw	him
---	-----	-----

Passive... He was seen by me.

He	was	seen
		by me

NOTE 5.—Only the direct object can properly become the Subject of a Passive Predicate.

EXAMPLES.—1. The teacher gave John a long lesson.

Wrong...2. John was given a long lesson by the teacher.

Correct...3. A long lesson was given to John by the teacher.

EXCEPTION.—But an Intransitive Predicate modified by a Phrase, sometimes takes the Passive form—the Leader of the Phrase being retained in Predicate. (See p. 117.)

NOTE 6.—The *progressive form* in the Active voice has its corresponding progressive form in the Passive.*

EXAMPLES.—1. John *is reciting* his lesson.

Active...2. "While he *was harvesting* his wheat, the flood came and swept it all away."

3. John's lesson *is being recited*.

Passive...4. While his wheat *was being harvested*, the flood came and swept it all away.

OBS.—We have certain idiomatic forms of expression in which one Voice is put for the other.

- | | | |
|-----------------------------------|---|---|
| 1. The Passive
for the Active. | { 1. "You <i>are mistaken</i> ,"
for You <i>mistake</i> . | 2. "You <i>are come</i> too late,"
for You have come too late. |
| 2. The Active
for the Passive. | { 1. The bell <i>is tolling</i> ,
for The bell <i>is tolled</i> ; i. e.,
Some one is tolling the bell. | |
| | 2. I have a lesson to learn this evening,
for I have a lesson to be learned, or
I have <i>to learn a lesson</i> . | |
| | 3. "American <i>marble polishes</i> better than the Italian." | |
| | 4. " <i>Basswood cuts</i> easier than oak." | |


* By a modern error—unfortunately sanctioned by some authors—action is sometimes improperly predicated of a Passive Subject.

EXAMPLES.—"The house *is building*," for the house *is being built*; which means, the house is be[com]ing built, i. e., people are at work upon it; but the house does not act.

This error, extended, would show itself more palpably. Thus: The field is plowing—the grass is mowing—the wood is chopping—the lesson is studying—"while the boy was whipping by the parent, the room was *sweeping*, the dinner was *eating*, the cow was *milking*."

Let us decide that all these are wrong, and go back to the sensible doctrine that a Subject—being not the *agent* but the *recipient* of the action—requires the Passive form.

"While the boy was *being whipped*, the room was *being swept*, and the cow was *being milked*" by some one, are pure English, sanctioned by our best writers, English and American. The feeble argument against this construction, "that it brings two like verbs or a verb and its participle together in the same Predicate," is sufficiently answered by the fact that the same is true of other verbs. I *did do* it, John *has had* the measles. "Robert *would* not will his farm to his nephew."

 Let the Pupils correct the following

ERRORS.—(See Note 5.)

1. Silas has been given a severe reprimand by the teacher.
2. Our minister was donated a horse and carriage.
3. Since then we have been given very good advice.
4. I have often been asked my opinion on that subject.
5. William was given a hundred dollars to test his economy.
6. I was told that story when I was a little boy.

Progressive Form.—(See Note 6.)

7. While John's dinner was eating, his corn was planting.
8. His barn was raising on the day his hay was cutting.
9. These sentences are writing to show what an effort is making to confound the Active with the Passive Voice. "—Pray you avoid it."

V. THE VERB IN PREDICATE.

REM.—While all Verbs in Predicate have one office in common—that of making the assertion—they differ as to the *force* of their Predications.

OBS. 1.—Some Verbs have *Objects*, and hence are called *Transitive Verbs*.

TRANSITIVE AND INTRANSITIVE.

NOTE 7.—A Verb which is necessarily Transitive requires an Object in construction, expressed or implied.

OBS. 2.—The appropriate Object of a Sentence should not be made the Object of a Phrase.

EXAMPLE.—“Transitive Verbs do not ADMIT of a *Preposition* after them.”—*Bullion's Grammar*, p. 91, edition of 1847.

CORRECTED.—Transitive Verbs do not admit Prepositions after them [to complete the Predicate].

OBS. 3.—Some Verbs have no Objects, and hence are called *Intransitive Verbs*.

NOTE 8.—A Verb necessarily Intransitive should not have an Object, *except by poetic license or for other rhetorical purposes*.

EXAMPLE.—“I sit *me* down, a pensive hour to spend.”

OBS. 4.—Some Verbs may have Objects or may not—according to their connections with other words. If the mind rests simply

on the act, or on the time, place, or manner of the act, it may be Intransitive; as,

Clara studies at home—Anna reads well.

But if thought is directed to a being or thing as the object of the act, the Verb is Transitive—

Clara studies algebra—Anna reads her Bible often.

OBS. 5.—Some Verbs have their Objects limited to words of their own signification.

- EXAMPLES.—1. “*I dreamed a dream that was not all a dream.*”
2. “*I have fought a good fight.*”

OBS. 6.—Some Verbs, commonly used Intransitively, become Transitive by virtue of a Prepositional Prefix.

- EXAMPLES.—1. John *goes* to school.....“*goes*” is Intransitive.
2. John *undergoes* punishment.....“*undergoes*” is Transitive.
3. The tower *looks* well“*looks*” is Intransitive.
4. The tower *overlooks* the city.....“*overlooks*” is Transitive.

OBS. 7.—In such examples of Compound Verbs in Predicate, it is generally—not always—the *Preposition in Composition* that makes the Verb Transitive.

OBS. 8.—Verbs made Transitive by this use of Prefixes, can not elegantly be used in the Passive Voice.

- EXAMPLES.—1. “*John undergoes punishment.*”—We may not say punishment is undergone by John.
2. “*The tower overlooks the city.*”—Nor, the city is overlooked by the tower.

OBS. 9.—In their *Rank*, Verbs differ. Some declare the Attribute, and hence are called *Principal Verbs*.

EXAMPLES.—We *study*.—They *recite*.—Boys should *study*.

OBS. 10.—Some Verbs in Predicate indicate the circumstance of *Mode*, *Tense*, *Voice*, or some *modification* of the assertion, and hence are called *Auxiliary Verbs*.

EXAMPLES.—I *do* study.—You *have* studied.—Boys *should* study.

NOTE 9.—In the construction of Sentences, those Auxiliary Verbs should be used that will best express the *Voice*, *Mode*, and *Tense* intended.

THE AUXILIARY VERB **be**.

OBS. 1.—We use the Auxiliary Verb **be**—in all its modifications—before a Present Participle, to make the *progressive form* of the Active Voice.

EXAMPLES.—1. Robert *is* attending lectures.

2. The gardener *was* trimming vines.

OBS. 2.—We use the Auxiliary Verb **be**—in all its modifications—before a Past Participle, to make the Predicate Passive.

EXAMPLES.—1. The lectures *were* well attended.

2. The grape-vines *are* trimmed.

OBS. 3.—We use the Verb **be**—in all its modifications—before Adjectives, Nouns, and Pronouns in Predicate, as a Copulative Verb, to give a declarative expression of the Attribute.

EXAMPLES.—Ellen *is* fair.—It *is* I.—He *is* a poet.

OBS. 4.—The Verb **be**—in all its forms—used as a complete Predicate, asserts simple existence. It is always Intransitive.

EXAMPLES.—1. They are. 2. I am.

3. "Before Abraham *was*, I am."

REM.—The Verb **be** is never properly followed by another Verb in the same Predicate.

Have—had.

OBS. 5.—The Auxiliary Verb **have**—in all its modifications—is used to indicate a *Prior Tense*.

EXAMPLES.

Prior Present.—I have finished my work.

Have you been to church to-day?

Prior Past.—John had gone before I arrived.

Had your coming been previously announced?

Prior Future.—John will have finished his studies.

Participle.—"Having seen the elephant, the rustic *was* satisfied."

Infinitive.—We ought to have attended the lecture.

OBS. 6.—As a *Principal* Verb, **have**—in all its modifications—is used to assert possession. It is always Transitive.

EXAMPLE.—"The pupil has his rights as the teacher *has* his."

REM.—This Verb **have**, is never properly followed by another Verb in the same Predicate.

Do—did—done.

Obs. 7.—The Auxiliary Verbs **do** and **did** are used to give *emphasis* or *intensity* to their Principal Verbs.

EXAMPLES.

Present, do.—We *do* greatly rejoice in Mary's good fortune.

Past, did.—*Did* Claudius waylay Milo?

Obs. 8.—In colloquial style the Auxiliary Verbs—in all their modifications—are often used as a *substitute* for the Verbs or Participles in Predicate.

EXAMPLES.

do....1. "Clara *studies* more diligently than you *do*—than you *study*."

done..2. "Waste not your time as I have *done*—as I have *wasted mine*."

have..3. Had you studied as faithfully as I *have*, you would *have had* your lesson.

are....4. Louis is not quite so old as you *are*.

can ...5. Anna played that piece as well as you *can*.

Obs. 9.—As Auxiliary Verbs, when **shall** and **will** are used *simply to assert a predication*, they are signs of the *Indicative Future*. But when used to assert a present *volition* or enforce an obligation, they are signs of the *Potential Present*.

In the *Indicative Mode*, **shall** is properly used with the *First Person*, and **will** with the *Second* and *Third*.

In the *Potential Mode* this order is reversed.

EXAMPLES.

Indicative Future.—We *shall have* our lessons before the bell strikes.

You *will soon see* who has the lesson.

John *will soon be* here.

Potential Present.—We *will have* good lessons, or none.

You *shall not do* it.

John *shall go* to the lecture with you.

But,

Obs. 10.—In modern practice **shall** and **will** are interchangeable, one being often used for the other—sometimes not inelegantly, but often improperly.

I *will* drown: } for { I *shall* drown.
No one *shall* help me; } No one *will* help me.

Obs. 11.—The Auxiliaries **may**, **can**, **must** (in the Present), and **might**, **could**, **would**, and **should** (in the Past), are signs of the *Potential Mode*.

OBS. 12.—All the Auxiliary Verbs except “be” and “have,” require Predicate Verbs after them.

OBS. 13.—Those Auxiliary Verbs that are also used as Principal Verbs, have not the same force and signification in each condition.

<i>As an Auxiliary.</i>	EXAMPLES.	<i>As a Principal Verb or Participle.</i>
<i>Do</i> ... I <i>do</i> love you.		I <i>do</i> as John <i>does</i> .
<i>Have</i> ... I <i>have</i> seen him.		I <i>have had</i> the ring.
<i>Will</i> ... <i>Will</i> you come to-morrow ?		John <i>willed</i> me his watch.
<i>Be</i> ... Shall I <i>be</i> carried ?		To <i>be</i> , contents his desire.
“ We <i>are</i> sawing our wood.		Our wood is <i>being</i> sawn.

MODE.

NOTE 10.—That Mode of a Verb should be used which will most clearly convey the sense intended.

Indicative.

OBS. 1.—When we declare or predict an *actual event*, or a conditional event assumed as true, we properly use the Indicative Mode.

EXAMPLES.—1. God *lives*. 2. Man *is* mortal.

3. If John *has* gone, he *has* gone at your request.

4. Thou art a scholar. 5. The eclipse *will* occur to-morrow.

Potential.

OBS. 2.—We assert *desire*, *duty*, *probability*, *possibility*, and *volition* by words in the *Potential Mode*.*

EXAMPLES.—1. *Desire*.—“I *would* thou wert cold or hot.”

2.—*Duty*.—We *should* have perfect lessons.

3.—*Probability*.—“I *may* do what I shall be sorry for.”

4.—*Possibility*.—You *can* learn this lesson easily.

5.—*Volition*.—“I *will* be honest if I cannot be rich.”

Subjunctive.

OBS. 3.—A Verb used to denote a conditional fact or a contingency should have the *Subjunctive form*.

EXAMPLES.—1. “*Were* I Alexander, I would accept these terms.”

2. “So would I *were* I Parmenio.”

OBS. 4.—But if the condition is assumed as unquestionable, the Verb should be in the *Indicative Mode*.

EXAMPLES.—1. “If the boat goes, I shall go.”

2. If John *has* offended you, he will make due apology.

* For a List of Auxiliary Verbs that are signs of the Potential Mode, see p. 132.

REM. 1.—The Subjunctive Mode is found only in Auxiliary Adverbial Sentences.

OBS. 5.—A Sentence is made conditional—

1. By the *Subjunctive form* of the Verb, without a Conditional Conjunction.

EXAMPLE.—*Were I a teacher I would require perfect lessons.*

2. By its being introduced by the Conjunctions *if, though, unless*, etc., when the Mode may be *Indicative, Potential, or Subjunctive*.

EXAMPLES.

Indicative.—1. “If the earth *turns* over, why do we not fall off?”

2. Though Ernest *is* young, he is not boyish.

Potential.—3. If we *would be wise*, we must study.

4. “Though thou *shouldst bray* a fool in a mortar.”

Subjunctive.—5. “If I *were rich*, I would build a hospital.”

6. “*Were I not Alexander*, I would be Diogenes.”

Imperative.

OBS. 6.—We express *command, entreaty, or advice* in the use of the *Imperative Mode*.

EXAMPLES.

Command....1. “Make way for Liberty.”

2. “Charge, Chester, *charge*.”

Entreaty....3. “Give us this day our daily bread.”

4. “Angels, and ministers of grace, *defend us*.”

Advice5. “Avoid it, turn from it and *pass away*.”

6. Let all the ends thou aimest at be thy country's, thy God's, and Truth's.

OBS. 7.—The Imperative Mode is limited to the Present Tense.

OBS. 8.—The form of the Imperative is often elegantly used for the Future Indicative.

EXAMPLES.—1. Let us sing, for We *will sing*.

2. “Let there be light,” for Light shall be.

REM. 2.—In analyzing and parsing Sentences like these we are to proceed as in ordinary Imperative Sentences. *Parse a Sentence as you find it.*

OBS. 9.—We have certain forms of expression which are *analogous*, if not equivalent to the Imperative—having the *force* without the *form*.

EXAMPLES.

Indicative.—1. "*Fall he* that must, beneath his rival's arms,
And *live the rest*, secure of future harms."—*Pope*.

Potential.—2. "Thou *shalt* not *take* the name of the Lord thy God in vain."

OBS. 10.—The Imperative Mode is found only in Principal Sentences.

OBS. 11.—The Infinitive Mode is not used as a Predicate Verb.

 Let the Pupils correct the following

ERRORS.—(See p. 218.)

1. "I wish I *was* a gipsy."
2. "If I *was* a teacher, I *should* give shorter lessons."
3. "Take care lest the boat *leaves* before you shall get up."
4. "The boy looks as if he *was* discouraged."
5. "If I *was* the king, I would conciliate the Commons."
6. "*Shall* you promise obedience in future, if I *be* lenient now?"
7. "I *should* think you ought to be more attentive to your studies."
8. "It *would* seem that John has incurred the displeasure of the teacher."
9. "If I *was* a Greek, I *should* resist Turkish despotism."
10. If you *was* in my place, you would the better appreciate my motives.
11. If he *be* as wise as he seem, he shall prove a good teacher.
12. If thou sendest me away, I will be miserable indeed.
13. He spoke as if he *was* angry.
14. I bade him to take heed lest he *makes* life a failure.
15. Watch the thoughts of thy heart, lest thou sinnest with thy lips.
16. If I *was* to decide, your hopes would brighten.

EXERCISES.

Let the Pupils determine the Voice, Mode, and Tense of each Verb in the following Sentences :

1. The study of science *tends* to *make* us devout.
2. I *have* a temple in every heart that *owns* my influence.
3. I *have loved* this vain world too much.
4. You *will have accomplished* a noble deed before you *go* hence.
5. Who *can observe* the careful ant, and not *provide* for future want?
6. *May* one *be pardoned* and *retain* the offence?
7. We *will* not *have* this man to *rule* over us.
8. "'*Make way* for Liberty,' he *cried*,—*made way* for Liberty, and *died*."
9. *Were* I as rich as Cræsus, I *would* not *be* thus extravagant.

10. When gold *comes* down to par, specie payments *will be resumed*.

11. If one dollar *will buy* twelve pineapples, what *will buy* two?

12. If pineapples *were* as common as apples, *would* we *prize* them as highly?

13. "Then *turn* we to her latest tribune's name."

TENSE.

REM. 1.—The time of an act or event is represented *generally* by the *form of the Verb*, and *definitely* by the use of *Adjuncts*. Hence,

NOTE 11.—That form of the Verb should be used which will most clearly express the time intended.

OBS. 1.—A proposition which is always true, or which includes the past, the present, and the future, should be expressed in the Present Tense.

EXAMPLES.—1. "The lecturer demonstrated that the earth *is* round."

2. "Did he say that the moon *revolves* from east to west?"

OBS. 2.—In Complex Sentences, the Tense of the Principal Sentence does not necessarily control the Tense of the Verb in the Auxiliary Sentence.

EXAMPLES.

Past and Present.—1. "I *said* in my haste, all men *are* liars."

2. "Copernicus first *demonstrated* that the earth *revolves* upon its axis."

Present and Future.—3. "Those that *seek* me early *shall find* me."

Future and Prior Present.—4. You *will* never *know* how much I *have loved* you.

Present and Prior Past.—5. I *can* not *tell* where I *had seen* him.

EXCEPTION.—In Auxiliary Sentences introduced by *when*, we use the Present form for the Future when the Verb in the Principal Sentence is future.

EXAMPLES.—1. I shall go when the boat *leaves*.

2. Will you be here when Ernest *comes*?

OBS. 3.—An act or event in a time *absolutely past*, is best expressed in the Past form of the Verb.

EXAMPLES.—1. Time *slept* on flowers, and *lent* his glass to Hope."

2. Grant *commanded* the army of the James.

OBS. 4.—By a figure of speech (see "VISION," p. 000) often used in animated discourse, the *Present* form is put for the Past.

EXAMPLES.—1. Hark! by the red lightning's fitful glare
What bark *is plunging* 'mid the billowy strife?

2. Now it *mounts* the wave, and *rises* threatening to the frowning sky.

OBS. 5.—An act or event in a period of past time reaching to the Present, is best expressed in the *Prior Present form*.

EXAMPLES.—1. "I *have* never seen the righteous forsaken."

2. Grant *has* occupied the chair of state one year.

OBS. 6.—This form is never properly used in asserting an act absolutely and definitely past.

EXAMPLES.

Incorrect... 1. I *have seen* William yesterday.

2. Phillips *has* lectured last evening on "the Lost Arts."

Corrected... 1. I *saw* William yesterday.

2. Phillips *lectured* last evening on "the Lost Arts."

OBS. 7.—An act or event predicted or promised at a future time, is best expressed in the Future form of the Verb.

EXAMPLES.—1. We *shall* not all sleep.

2. *Will* Sherman be our next President?

EXCEPTION.—In Adverbial Sentences *used to denote time*, the Present is often used for the Future and the Prior Future.

EXAMPLES.—1. I shall go when the train *starts*—will start.

2. "Till I *come*, give attention to reading."

3. "'And when we *are* parted and when thou *art* dead,
O where shall we lay thee?'—his followers said."

OBS. 8.—When we wish to represent an act or event as finished at a future time, we use the form of the *Prior Future Tense*.*

EXAMPLES.—1. I *shall have* completed my sixtieth year before this work will be published.

2. "You *will have* learned something of astronomy before the next transit of Venus will occur."

REM. 2.—In familiar style it is sometimes allowable to throw back those Future Tenses one degree—thus,

Future and Present.—"I *shall arrive* there before you *do*," for


Prior Future and Future.—"I *shall have arrived* there before you *will*."

* The above are the common laws for the use of the Tenses. But poets, orators, and speakers in animated discourse, and writers in easy colloquial style, often claim license to disregard these laws, provided the "thoughts intended" are thereby conveyed "without fraud or fallacy."

OBS. 9.—The variations for the Potential Mode are rather variations of *form* than to indicate distinctions of *time*—this Mode being generally indifferent as to time.

EXAMPLE.—“O, *would* the scandal vanish with my life,
Then happy *were* to me ensuing death !”

“*Would*” is Past in form, but Future in sense.

 Let the Pupils correct the following

ERRORS.—(See p. 221-2.)

1. The preacher declared that God *was* love.
2. During all last week I *have* not *seen* George at school.
3. If you *will* go to the city to-morrow, please call for me.
4. Clara *has been taking* lessons on the organ all last summer.
5. I may go to-morrow, but I *could* not go to-day.
6. Will that Alesma damage the hair?—I *should* not think it *could*.
7. What is the diameter of the earth?—“I *could* not tell.”
8. When did you see Albert last?—“I *see* him yesterday.”
9. “Mr. Smith, *would* you be so kind as to help me work that problem?”
10. “At what hour to-morrow *might* we expect you to come?”
11. “I could *n't* say positively. It *might* be nine or ten.”
12. “I *have read* six books of Virgil before I went to college.”
13. *Will* we go to-morrow, or *do* we wait another day?


THE RIGHT VERB IN PREDICATE.

NOTE 12.—That Verb should be used which will correctly and fully express the fact intended.

Common Errors.—1. “There let him *lay*.”—Byron.

2. “To you I *fly* for refuge.”—Murray.

Corrected.—There let him *lie*.—To you I *flee* for refuge.

 Let the Pupils correct the following

ERRORS.—(See Note 12.)

1. “Respectable farmers never *lay* down in the field.”
2. “I have no objection to your *setting* down occasionally.”
3. “While I was talking, Sarah *raised* up to leave the hall.”
4. “I *expect* you was out late last night.”
5. “William has been *falling* trees in the maple grove.”
6. “I would avoid it altogether if it can be *done*.”
7. “Thou *sawedst* every action.”—Guy's Grammar, p. 46.
8. “What *are* become of so many productions?”
9. “Ought you to take those peaches without leave? I do not think I *had*.”
10. “He *had* n't ought to do it. *Had* he?”
11. “His face *shown* with the rays of the sun.”
12. “*Had* you rather go or stay? I *had* rather go.”

NOTE 13.—A Verb should not be used for its participle in Predicate.


EXAMPLE.—James ought not to have *went*.

Corrected.—James ought not to have *gone*.

NOTE 14.—A Participle should not take the place of its Verb.

EXAMPLE.—“The work is imperfect; you *done* it too hastily.”

Corrected.—The work is imperfect; you *did* it too hastily.

 Let the Pupils correct the following

ERRORS.—(See Notes 12, 14.)

1. “Julia is always *chose* first.”
2. “Ainsworth has *spoke* twice and has wrote once.”
3. “The best apple was *gave* to Anna.”
4. “You ought not to have *broke* that chair.”
5. “I *seen* you when you *done* it.”
6. “I *had* rather have *did* it myself.”
7. Ernest has *broke* his sled.
8. I have not been *spoke* to on that subject.
9. “Ten o'clock, and my ‘little boy Blue’ hasn’t *drove* the sheep to pasture yet.”
10. “I have *ate* all I wish.”
11. “Gold has *fell* ten cents in ten days.”
12. “I have never *sang* in Church since.”

PERSON AND NUMBER.

REM.—Most Verbs in Predicate are varied in form—*inflected*—to correspond with the modification of their Subjects. Hence,

RULE 2.—A Verb in Predicate must agree with its Subject in Person and Number.

OBS. 1.—This Rule requires that the *form* of a Verb be determined by its *Subject*, according to *established usage*:—Thus,

In the *Singular Number*,

For the *First Person*, the Radical form is used; as—I *love*, I *walk*.

For the *Second Person*, Solemn style, the Suffix *st* or *est* is used; as—Thou *lovest*, thou *walkest*.

For the *Third Person* the Suffix *s* is used; as—He *loves*, John *walks*.

EXCEPTION 1.—By an ancient idiom—now seldom used, except by the poets—the termination **eth** is given to the Third Person Singular; as—He *hath*, he *doth*, he *walketh*.

EXAMPLES.—1. "How *doth* the busy bee improve each shining hour."

2. "He that *loveth* wine and oil shall not be rich."

EXCEPTION 2.—The Verb **be** has its peculiar forms in the Present Tense and in the Past. (See Conjugation, pp. 134–5.)

OBS. 2.—In the *Plural Number*, Verbs are not varied in *form* to indicate Person and Number.

EXAMPLES.—

We	} walk, love, recite, see.
Ye	
You	
They	

PRIN.—Only the *first word* in Predicate is varied in form, for any purpose.

NOTE 15.—One Subject in the Singular Number requires its Verb to be in the Singular.

REM.—This note applies alike to Words, to Phrases, and to Sentences.

EXAMPLES.

Word Subjects.....1. "EARTH *keeps* me here awhile."


2. "KNOWLEDGE *reaches* or *may reach* every home."

Phrase Subjects....3. "MY LEAVING HOME *does not please* you."

4. "TO DISPUTE THE DOCTOR *requires* fortitude."

Sentence Subjects..5. "THAT ALL MEN ARE CREATED EQUAL, *is* a self-evident truth."

6. "HOW HE CAME BACK AGAIN, *doth not appear*."

 Let the Pupils correct the following

ERRORS.—(See Rule 2, and Note 15.)

1. "Where are you, my boy? Here I *are*."
2. "Such a clatter of sounds *indicate* rage."
3. "This addition of foreign words *have* been made by commerce."
4. "And many a steed in his stables *were* seen."
5. "There are pupils in this class, whose progress *have* been astonishing."
6. "He *dare* not call me coward."
7. "*Does* thou love to go to school?"
8. "I am mindful that myself *is* strong."
9. "I refer to this that yourself *hath* spoken."
10. "I have read what thou *says* of our peculiarities."—*The Friend*.


11. "When thou most sweetly *sings*."—*Drummond*.
12. "Thy nature, Immortality, who *knowest*?"—*Everest's Grammar*.
13. "Who *dare* avow himself equal to the task?"
14. "Every error I could find, *have* my busy muse employed."
15. "They pray together much oftener than thou *insinuates*."
16. "Simply to give alms to the poor, *do* not constitute the sum of Christian duty."
17. "Receiving and secreting stolen goods, *are* punishable by our municipal laws."
18. "How the boys all escaped from drowning *were* a wonder to us all."
19. "That Milton should love the dollars as he does, *astonish* all his friends."
20. "Variety of numbers still *belong*
To the soft melody of ode or song."

NOTE 15.—Two or more Singular Subjects, taken separately, require the Verb to be Singular.

REM.—This law applies alike to Words, to Phrases, and to Sentences.

EXAMPLES.

- Word Subjects**.....1. "WILLIAM OR WARNER *has* my knife."
 2. "DISEASE OR POVERTY *follows* the lazy track of the sluggard."
 3. "My POVERTY, but not my WILL, *consents*."—*Shaks*.
 4. "Every PHRASE and every FIGURE which he uses *tends* to render the picture more lively and complete."—*Blair*.
- Phrase Subjects**... 5. "WRITING LETTERS OR READING NOVELS *occupies* her evening hours."
 6. "TO BE OR NOT TO BE, *is* the question."
 7. "TO SHOOT OR TO BE SHOT, *was* my only alternative."
- Sentence Subjects**..8. "That my client *aided* in the rescue, or that he *was present* at the time of it, DOES NOT APPEAR from the evidence adduced."

 Let the Pupils correct the following

ERRORS.—(See Note 15.)

1. "Neither history nor tradition *furnish* such information."
2. "Neither Charles nor his brother *were* qualified to support such a system."
3. "Nor war nor wisdom *yield* our Jews delight."
4. "He or his deputy *were* authorized to commit the culprit."
5. "For outward matter or event *fashion* not the character within."
6. To shoot or to be shot, *were* my only alternative.
7. Reading novels or lounging about the village *are* alike damaging to the moral character.
8. How we could escape or where we were to go, *were* to be decided at once.

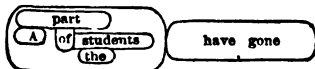
9. That he is rich or that you are poor *are* not material to the question of relative happiness.
10. "Praise from a friend, or censure from a foe,
Are lost on hearers that our merits know."

NOTE 16.—A Collective Noun, indicating *Unity*, requires its Verb to be in the Singular Number.

- EXAMPLES.—1. "A NATION *has been smitten*."
2. "The SENATE *HAS REJECTED* the bill."
3. "Congress *has adjourned*."

EXCEPTION.—The Logical Subject of a Sentence is sometimes the Object of a Phrase used to qualify the Grammatical Subject. Then, when the Object of the Phrase is plural in form, and indicates that the parts of which the number is composed are taken severally, the Verb should be Plural.

EXAMPLE.—A *part* of the STUDENTS
have gone.



Here "students"—the name of many taken severally—is the Logical Subject of "have left," and requires the Verb to be Plural, although "part," the Grammatical Subject, is Singular; or, we may regard the *Modified Subject* as Plural—made so by the Plural Noun "students," in the limiting Phrase—and the Verb takes the Plural form. (See Diagram.)

OBS. 3.—But Nouns *not Collective* are not varied in number by their Adjuncts.

- EXAMPLES.—1. "The *progress* of his forces *was impeded*."



2. The *selection* of appropriate examples *requires taste*.
3. "All *appearances* of modesty *are* favorable and prepossessing."—*Blair*.

CAUTION.—Avoid the awkward and improper use of Partitives as Subjects, when they properly belong in Phrase Adjuncts of the true Subjects. Thus,

Incorrect.—"This *sort* of Adverbs commonly admit of comparison."—*Buchanan's Grammar*.

Corrected.—Adverbs of this sort commonly admit of comparison.

"Every *kind* of comfort and convenience *were provided*."—*Com. Sch. Jour.*
Better.—Comfort and convenience of every kind *were provided*.

"This *species* of words *were numerous*."

Better.—Words of this species *were numerous*.

 Let the Pupils correct the following

ERRORS.—(See Note 16.)

1. "A series of exercises in false grammar *are* introduced toward the end."
—*Frost's Grammar*.
2. The number of the names *were* about one hundred and twenty."—*Ware's Grammar*.
3. "The number of school districts *have* increased since last year."
4. "In old English, this species of words *were* numerous."
5. "*Have* the legislature power to prohibit assemblies?"
6. "Above one-half of them *was* cut off before the return of spring."
7. "The greater part of their captives *was* sacrificed."
8. "While still the busy world *is* treading o'er
The paths they trod five thousand years before."
9. "Small as the number of inhabitants *are*, their poverty is extreme."
10. "The number of bounty-jumpers *are* enormous."

NOTE 17.—A Collective Noun, indicating Plurality, requires its Verb to be in the Plural Number.

EXAMPLES.—1. "The **PEOPLE** *are* foolish, they have not known me."

2. "The peasantry *are* ever jealous of the nobility."

OBS. 1.—Collective Nouns, which always require a Plural Verb, are the following :

Gentry—mankind—nobility—people—peasantry.

OBS. 2.—Those which may have Verbs in the Singular or Plural, according to the sense, are the following :


Aristocracy—army—auditory—committee—congress—church—family—meeting—public—school—remnant—senate.

REM.—The *Unity* or *Plurality* of a Collective Noun is generally determined by its Adjuncts, or by the nature of its Predicate Verb.

EXAMPLES.—1. "The *committee was* appointed by the chair."

2. "The *committee were* unanimous in sentiment."

3. "The *committee have* never been able to agree."

 Let the Pupils correct the following

ERRORS.—(See Note 17.)

1. The *minority is* attempting to control the majority.
2. But the *majority is* not disposed to submit to its control.
3. The *rabble is* prepared for any event.
4. The peaceable *people watches* their action with anxiety.
5. While the whole thoughtless *youth is* eager for the strife,
6. The *nobility is* alarmed, and
7. *Mankind* in general *is* apprehensive of a general anarchy.

NOTE 18.—One Subject in the Plural Number should have a Verb in the Plural.

EXAMPLES.

Word Subjects.....1. "The *boys* are reciting."

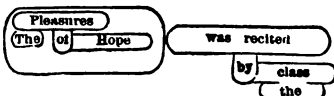
2. "They that seek me early *shall find me*."

EXCEPTION 1.—Nouns, Plural in form, often constitute the titles of books. Such names, used as Subjects of Sentences, require their Verbs to be Singular.

EXAMPLES.

1. "The '*Pleasures of Hope*' *was* recited by the class."

2. "The '*Lives of the Martyrs*' is now out of print."



EXCEPTION 2.—A Plural Subject, modified by a Phrase whose Subsequent is the Logical Subject of the Sentence, and Singular in form, may have a Singular Verb.

EXAMPLE.

Two-thirds of my hair has fallen off.



Let the Pupils correct the following

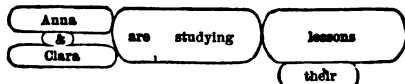
ERRORS.—(See Note 18.)

1. "Is those your sentiments?"
2. "Such phenomena *is* not often witnessed."
3. "Was there no spiritual men then?"
4. "To him *giveth* all the prophets witness."
5. "There *seems* to be but two general classes."—*Day's Grammar*.
6. "Hence *arises* the six forms of expressing time."—*Id.*, p. 37.
7. "There *was* several other grotesque figures that presented themselves."
8. "'Rills from the Fountain of Life' *were* published by Lippincott."
9. "Five times five *is* twenty-five."
10. "And five times six *is* thirty."
11. "Three apples from twelve apples *leaves* nine apples."
12. Three added to nine *makes* twelve.
13. "Dickens' 'Household Words' *are* among the best of his works."

NOTE 19.—Two or more Subjects connected by *and* require the Verb to be in the Plural.

EXAMPLES.

Word Subjects.....1. Anna and Clara are studying their lessons.



2. The boys and the girls were preparing for the examination.

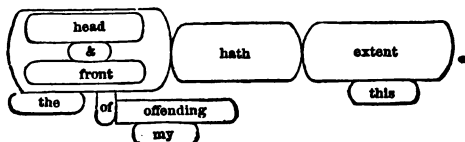
Phrase Subjects... 3. "Chewing tobacco and smoking cigars disqualify a young man for mental improvement."—*Cutcheon*.

4. "To spin, to weave, to knit, and to sew, were once a girl's employments."

Sentence Subjects... 5. "Read of this burgess—on the stone appear,
How worthy he! how virtuous! and how dear!"—*Crabbe*.

EXCEPTION 1.—Two or more Singular Subjects so intimately associated in thought as to constitute a logical unity, may have a Verb in the Singular Number.

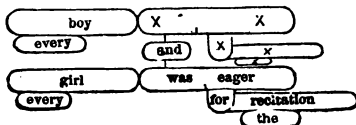
EXAMPLES.—1. "The head and front of my offending hath this extent."—*Shakspeare*.



2. "There is a peculiar force and beauty in this figure."—*Kames*.

EXCEPTION 2.—Two or more Singular Subjects preceded by the Adjectives *each*, *every*, or *no*, require the Verb to be in the Singular Number.

EXAMPLES.—1. "Every boy and every girl was eager for the recitation."

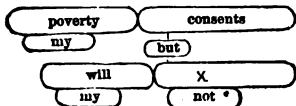


REM.—The Predicate of the first Subject is suppressed—being obviously understood.

2. "Each day and each hour is fraught with consequences too momentous for human contemplation."
3. "No fortune and no condition in life makes the guilty mind happy."

EXCEPTION 3.—Two or more Singular Subjects connected by *and*—one taken affirmatively and the other negatively—require the Verb to be in the Singular Number.

EXAMPLES.—1. "My poverty, but not my will, consents."—*Shakspeare*.

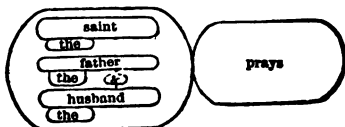


REM.—The Predicate of the second Subject is suppressed, while its Adverb is retained.

2. "His moral integrity, and not his wealth, makes him respected."

EXCEPTION 4.—Two or more Singular Subjects, indicating the same person or thing, require the Verb to be in the Singular Number.

EXAMPLE.—"The saint, the father, and the husband prays."



EXCEPTION 5.—Whenever a Verb immediately follows the *first* of two or more Subjects, it must agree in Person and Number with it, and it is understood after the others.

EXAMPLE.—Here *joy abounds*, and *gratitude and love*.

Let the Pupils correct the following

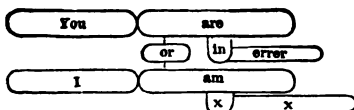
ERRORS.—(See pp. 220-31.)

1. "Two and two *is* four, and five *is* nine."
2. "The flax and the barley *was* smitten."
3. "The Mood and Tense *is* signified by the Verb."
4. "Every word and every member *have* their due weight and force."
5. "Each day and each hour *bring* their portion of duty."
6. "No law, no restraint, no regulation *are* required to keep him in bounds."
7. "Prudence, and not pomp, *are* the basis of his fame."
8. "Not fear, but fatigue, *have* overcome him."
9. "The President, not the Cabinet, *are* responsible for the measure."
10. "Every old man, and every woman and child, *were* removed to a place of safety."
11. "What *is* the latitude and longitude of Boston?"
12. "Neither Anna nor Ernest *have* permission to go."
13. "Neither Clara nor Ruby *are* remarkably beautiful."
14. "One *eye* on death and *one* full fixed on heaven, *Becomes* a mortal and immortal man."—Young.
15. The designer and not the engraver *are* at fault.
16. "Our Maker, Governor, and Guide *demand* our homage."
17. "Each thought we cherish and each word we utter *are* known to Him."
18. "No vice of the heart and no sin of the tongue *have* ever escaped His notice."
19. "Dissipation and not late hours *have* made him an invalid."

PERSON.

NOTE 20.—Two or more Subjects, taken separately and differing in Person, should have separate Verbs, when the Verb is varied to denote the Person of its Subject.

EXAMPLE.—*You ARE in error, or I AM.*



OBS.—But when the Verb is not varied to denote the Person, it need not be repeated.

EXAMPLES.—1. *You or I MUST GO.*

2. *The doctors or you ARE in error.*



NOTE 21.—When the Subject of a Verb differs in Person or Number (or both) from a Noun or Pronoun in Predicate, the Verb should agree with its Subject rather than with the word in Predicate.*

EXAMPLES.—1. "*Thou art* the man." 2. *Clouds are* vapor.

3. *A horse is* an animal.

GRAMMATIC FALLACIES.

REM.—Let the Pupil correct the errors in the following Sentences, and give the authority for every criticism, by a proper reference to RULE 2, or to NOTES and OBSERVATIONS under the RULE.

1. "The rapidity of his movements *were* beyond example."—*Wells*.
2. "The mechanism of clocks and watches *were* totally unknown."
3. "The Past Tense of these Verbs are very indefinite with respect to time."
—*Bullion's Grammar*, p. 31. 1840.
4. "Everybody are very kind to her."—*Byron*.
5. "To study mathematics, require maturity of mind."
6. "That they were foreigners, were apparent in their dress."
7. "Coleridge the poet and philosopher have many admirers."
8. "No monstrous height, or length, or breadth appear."—*Pope*.
9. "Common sense, as well as piety, tell us these are proper."

* The young Pupil often finds it difficult to decide which of the two Substantives is the Subject and which the Noun in Predicate. The following test will decide this point:

When one term is *generic* and the other *specific*, the former belongs in Predicate—the latter is the Subject. Thus, in Example 3, "animal" is a generic term—"horse" is specific. We can not say, *an animal is a horse*, for not every animal is a horse; but every horse is an animal. Hence, "horse" is the Subject, and "animal" is in Predicate. (See Independent Case, p. 85, Obs. 5.)

10. "Wisdom or folly govern us."—*Fisk's Grammar*.
11. "Nor want nor cold his course delay."—*Johnson*.
12. "Hence naturally arise indifference or aversion between the parties."
13. "Wisdom, and not wealth, procure esteem."
14. "No company likes to confess that they are ignorant."
15. "The people rejoices in that which should cause sorrow."
16. "Therein consists the force and use and nature of language."
17. "From him proceeds power, sanctification, truth, grace, and every other blessing we can conceive."—*Calvin*.
18. "How is the Gender and Number of the Relative known?"
19. "Hill and dale doth boast thy blessing."—*Milton*.
20. "The Syntax and Etymology of the language is thus spread before the learner."—*Bullion's Grammar*.
21. "In France the peasantry goes barefoot, and the middle sort makes use of wooden shoes."—*Harvey*.
22. "While all our youth prefers her to the rest."—*Waller*.
23. "A great majority of our authors is defective in manner."
24. "Neither the intellect nor the heart are capable of being driven."
25. "Nor he nor I are capable of harboring a thought against your peace."
26. "Neither riches nor fame render a man happy."—*Day's Grammar*.
27. "I or thou art the person who must undertake the business."
28. "The quarrels of lovers is a renewal of love."
29. "Two or more sentences united together is called a compound sentence."
—*Day's Grammar*.
30. "If I was a Greek, I should resist Turkish despotism."
31. "I can not say that I admire this construction, though it be much used."
—*Priestly's Grammar*, p. 172.
32. "It was observed in Chap. 3, that the disjunctive *or* had a double use."—*Churchill's Grammar*.
33. "I observed that love constituted the whole character of God."
34. "A stranger to the poem would not easily discover that this was verse."
35. "Had I commanded you to have done this, you would thought hard of it."—*J. Brown*.
36. "I found him better than I expected to have found him."
37. "There are several faults which I intended to have enumerated."
38. "An effort is making to abolish the law."
39. "The Spartan admiral was sailed to the Hellespont."—*Goldsmith*.
40. "So soon as he was landed, the multitude thronged about him."
41. "Which they neither have nor can do."—*Barclay*.
42. "For you have but mistook me all the while."—*Shakespeare*.
43. "Who would not have let them appeared."—*Steele*.
44. "You were chose probationer."—*Spectator*.
45. "Had I known the character of the lecture, I would not have went."
46. "They don't ought to do it."—*Watkins*.
47. "Had I ought to place '*wise*' in Predicate with '*makes*'?"—*Pupil*.
48. "Whom they had *sat* at defiance."—*Bolingbroke*.
49. "Whereunto the righteous *fly* and are safe."—*Barclay*.
50. "She *sets* as a prototype, for exact imitation."—*Rash*.

REM.—After correcting the above examples, the Pupil should analyze and parse them—using the MODEL given on p. 205, or those on pp. 183–4.

SYNTAX OF THE OBJECT.

REM. 1.—Not all Sentences have Objects. This fact has led some authors to regard the Object of a Sentence, not as one of the Principal Elements of a Sentence, but as a sort of modifier of the Predicate.*

REM. 2.—The Syntax of the Object embraces its *material*, its *form*, its *modification*, its *position*, and its *relation*.

I. MATERIAL OF THE OBJECT.

PRIN.—The Object of a Sentence must be a Substantive.

The Object may be..... { A *Word*,
A *Phrase*, or
A *Sentence*.

EXAMPLES.

A *Word*.—1. A *Noun*. Virtue secures *happiness*.

2. A *Pronoun*. *Thee* we adore.

A *Phrase*.—3. *Participial*. I doubted *his having the ring*.

4. *Infinitive*. We love *to attend school*.

A *Sentence*.—5. *Transitive*. John said *he had the ring*.

6. *Intransitive*. Did you ascertain *who went*?

WORD OBJECT.

Subject	Predicate	Object
---------	-----------	--------

A Word Object is either { A *Noun* or
A *Pronoun*.

EXAMPLES.

1. A *Noun*.—*Proper*. Grant conquered *Lee*.

Common. Did you see the *eclipse*?

Abstract. I commended his *firmness*.

Collective. Did you attend the *convention*?

Verbal (Act.) I did not admire *the singing*.

2. A *Pronoun*.—*Personal*. "Help *me*, Cassius, or I sink."

* It is true that the Object does, in a sense, limit its Predicate; but it is as true that the Predicate limits its Subject by declaring an act or an attribute of it. Hence, if we regard the Predicate as a distinct Element in a Sentence, we should for the same reason rank the Object of a Transitive Sentence as a Principal Element.

To say that the Object is simply a modifier of the Predicate, is to confound an Object with an Adjunct, a *Substantive* with an *Adverb*—thus destroying the fundamental principles of analysis.

Relative. All *whom* he sees, obey him.

Interrogative. *Whom* seekest thou?

Adjective. *What* sought they thus afar?

II. FORM OF THE OBJECT.

REM.—English *Nouns* have the same forms in all the Cases—except when used as Adjuncts. Hence,

OBS. 1.—A Noun is known to be the Object of a Sentence by its properly answering the questions *whom?* or *what?* placed immediately after the Predicate.

EXAMPLES.—1. We visited William—visited *whom?*... *William*.

2. John gave me a book—gave *what?*... *book*.

REM.—Most *Pronouns* have peculiar forms to denote the Object (see p. 93). Hence,

OBS. 2.—A Pronoun is known to be the Object of a Sentence generally by its *form*, and always by its answering the question *whom?* or *what?* placed immediately after the Predicate.

EXAMPLES.—1. Robert visited us—visited *whom?*... *us*.

2. We had invited him—invited *whom?*... *Robert*.

III. LIMITATIONS OF THE OBJECT.

REM. 1.—We have seen (p. 195) that the Subject is limited by the Predicate and by its Adjuncts; and (in p. 208) that the Predicate is limited by its Object and by its Adjuncts.

REM. 2.—While the Subject, the Predicate, and the Object sustain logical relations to one another, the Object is grammatically limited only by its *Adjuncts*.

The Adjuncts of the Object consist of. $\left\{ \begin{array}{l} \textit{Words}, \\ \textit{Phrases}, \text{ or} \\ \textit{Sentences}. \end{array} \right.$

EXAMPLES.

Words.—1. "The blossoms deck *the BOUGH*."

2. "We have had *our May-day GARLANDS*."

Phrases.—3. "I saw an EAGLE *wheeling near its brow*."

4. "The FOAM *of the billows* already I see."

Sentences.—5. I have been visiting the MAN *who sent me to college*.

6. "THEM *that honor me*, I will honor."

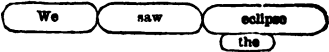
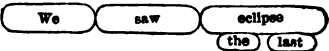
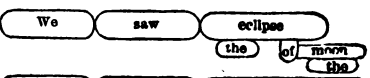
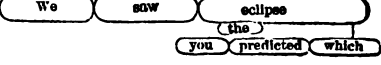
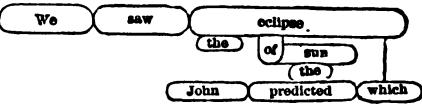
OBS.—The Object may be limited or defined by *Logical Adjuncts*.

EXAMPLES.—1. "I thank *THEE, Roderic*, for the word."

2. There thou shalt find my cousin, *Beatrice*. (See p. 42.)

EXERCISES.

☞ Let each Pupil make a Sentence—

1. Whose Object has one Word Adjunct.....
We saw *the* eclipse.

2. Two Word Adjuncts...
We saw *the last* eclipse.

3. One Word and one Phrase.....
We saw *the eclipse of the moon*.

4. One Word and one Sentence.....
We saw *the eclipse which you predicted*.

5. One Word, one Phrase, and one Sentence...
We saw *the eclipse of the sun, which John predicted*.


☞ Let each Pupil make a Sentence for each of the above Diagrams.

☞ Let each Pupil make a Sentence whose Object is limited

- (1) by a Pure Specifying Adjective..... See p. 103
- (2) by a Possessive Specifying Adjective... " 104
- (3) by a Numeral Specifying Adjective.... " 104
- (4) by a Qualifying Adjective..... " 102
- (5) by a Verbal Adjective..... " 104
- (6) by an Interrogative Adjective..... " 103
- (7) by a Proper Adjective..... " 103
- (8) by a Logical Adjunct..... " 34
- (9) by a Prepositional Phrase..... " 24
- (10) by a Participial Phrase..... " 25
- (11) by an Infinitive Phrase..... " 25
- (12) by a Transitive Sentence..... " 42
- (13) by an Intransitive Sentence..... " 41
- (14) by a Compound Sentence..... " 43
- (15) by a Complex Sentence..... " 46

IV. CONDITION OF THE OBJECT.

RULE 3.—The *object* of an *action* or
of a *relation*
must be in the *Objective Case*.

OBS. 1.—*Action* is expressed by *Verbs* and
by *Participles*.
Relation is expressed by *Prepositions*.

<i>Subject.</i>	<i>Predicate.</i>	<i>Objects.</i>
Virtue	secures	happiness

OBS. 2.—Only the *Pronouns* *I*, *thou*, *he*, *she*, *it*, and *who*, and their Plurals, vary their forms for the *Objective*. (See pp. 93, 95.)


NOTE 1.—Pronouns that are varied in form to denote the Case, should have their appropriate *forms* for the *Objective*.

EXAMPLES.—1. "Them that honor me, I will honor."

2. "And must I leave thee, Paradise?"

EXCEPTION 1.—The Possessive form of Nouns and Pronouns is sometimes, though rarely, used in the Objective Case.

EXAMPLE.—John is a friend of *mine*. (See p. 90.)

 Let the Pupils correct the following

ERRORS.

1. "They will not go without she and I."
2. "Who did Gertrude marry?"
3. "Vain pomp and glory of the world, I hate ye."
4. "I can not tell who I saw there."
5. "I took it to be he who we had visited at Homer."
6. "I do not remember who they are for."
7. "There are a few who, like you and I, drink nothing but water."
8. "All debts are cleared between you and I."
9. "And to poor we, thine enmity's most capital."
10. "We should discriminate between him who is the sycophant and he who is the teacher."

REM.—In constructing Sentences special attention is required in giving to the Object of a Sentence its appropriate

POSITION.

NOTE 2.—In *position*, the Object of a Sentence commonly follows the Predicate.

EXAMPLES.—1. "Virtue SECURES *happiness*."

2. "The king of shadows LOVES a shining *mark*."

EXCEPTION 1.—By the poets, and for rhetorical effect, the Object is often placed before the Predicate.

EXAMPLES.—1. "*Him*, from my childhood, I HAVE KNOWN."

2. "New ills that latter *stage* AWAIT."

EXCEPTION 2.—A *Relative* or *Conjunctive* Pronoun, being the Object of a Sentence, is placed before its Predicate.

EXAMPLES.—1. "Mount the horse *which* I HAVE CHOSEN for you."

2. "We serve a Monarch *whom* we LOVE—
A God *whom* we ADORE."

TWO OR MORE OBJECTS.

OBS. 3.—A Sentence may have two or more Objects when they are connected in construction by Conjunctions, expressed or implied.

EXAMPLES.—1. "GOD CREATED the *heaven* and the *earth*."

2. "Now twilight LETS her *curtain* down,
And PINS it with a star."

OBS. 4.—The Objects of a Compound Sentence sometimes consist of different Words, indicating the same being or thing.

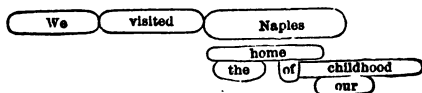
EXAMPLES.—1. "By this dispensation, we HAVE LOST a *neighbor*, a *friend*, a *brother*."

2. "Thus she addressed the *Father* of gods, and *King* of men."

OBS. 5.—But one Word used to limit the signification of another, can not be in the same construction; and hence, the two Words are not Objects of the same Verb, unless they are compounded and parsed as one Element.

EXAMPLES.—1. Have you seen COLERIDGE, the *philosopher* and *poet*?

2. "We visited NAPLES, the *home* of our childhood."



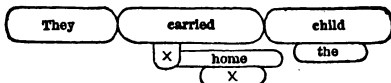
REM.—"Home" is a Noun, used to describe "Naples," not as an Adjective, but as an equivalent name of the same place.

"Philosopher" and "poet" are Substantive appellations of the man, "Coleridge."

(See "Logical Adjuncts" and "Independent Case," p. 88.)

NOTE 3.—Verbs of giving, and some others, are often followed by two Objects—one of the Verb and the other of a Preposition suppressed.

- EXAMPLES.—1. Anna gave *me* a rose.
 2. Charles asked *me* my opinion.
 3. They carried the child home.



REM. 1.—Here it will be seen that “child” is the proper Object of “carried.” They did not carry the “home.” But they carried the child to some *place*—and that place was called “home.”

REM. 2.—In parsing examples like the above, the ellipsis should be supplied. Thus, “to his home” is an Adjunct of “carried.” Hence, an Adverbial Phrase.

“Home,” as a *Representative* of the Phrase, is an Adverb.

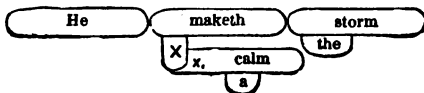
“Home,” as an Element in the Phrase, is a Noun—Object of *to* understood. Hence, in the Objective Case. (See p. 180.)

OBS. 6.—The Verbs *make*, *esteem*, *regard*, *consider*, *elect*, *bid*, *dare*, *feel*, *hear*, *see*, and some others, are often followed by an Infinitive Phrase, having its Preposition (and sometimes the Verb) understood.

- EXAMPLES.—1. “Lorenzo, these are thoughts that *make man* MAN.”
 These are thoughts that *make man* [TO BE] MAN.
 2. “Teach them OBEDIENCE to the laws.”
 Teach them [TO YIELD] OBEDIENCE to the laws.

REM.—In examples like these, the second Noun or Pronoun is the Object of the Verb understood or used in Predicate with it. Thus, “man” is used in Predicate with “to be,” or “to become,” understood, and “obedience” is the Object of “yield.”

- EXAMPLES.—1. “Intemperance makes a man [to become] a fool.”
 2. “He maketh the storm [] a calm.”



OBS. 7.—By another construction, in which the force of the suppressed Preposition is still more obscured, the Verbs *appoint*, *call*, *choose*, *constitute*, *create*, *dub*, *elect*, *make*, *name*, and *proclaim*, sometimes have two Objects—one direct, and the other indirect.

EXAMPLES.—1. They named *him* JOHN.



2. And *Simon* he surnamed *Peter*.

REM.—In Example 1, “*him*” is the *direct* Object—“*John*” the *remote* Object; and is, logically considered, a part of the Predicate—a *title* acquired by the action expressed by the Verb. The Verbs above given do not, in such examples, express the full Predicate, nor have we Verbs that *can*, unless, perhaps, in the following example:

“They dubbed *him* KNIGHT.”

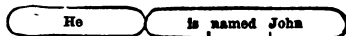
Equivalent.—“They KNIGHTED *him*.”

OBS. 8.—A Verb which, in the Active Voice, is followed by a direct and a remote Object, retains the remote Object as a part of the Passive Predicate.

EXAMPLES.

1. He *is named John*.

2. North *was elected President*.



REM.—This construction is analogous to that of a Substantive in Predicate with a Neuter Verb.

Thou art Peter—He is John.

Thou art—who?—Peter. He is named John. The word “*Peter*” completes the Predicate; the words “*named John*” complete the Predicate.

SUPPRESSION OF THE OBJECT.

NOTE 4.—The Object of a Sentence or of a Phrase should not be omitted when the sense is thereby obscured or weakened.

EXAMPLES OF ERRORS.

Of a Sentence...1. “In these cases, custom generally determines.”

2. “Though thou wilt not acknowledge—thou canst not deny the fact.”

3. “The Indicative Mood simply indicates—or declares—”

Of a Phrase...4. “In conjugating—you must pay particular attention to these signs.”

5. “The author, hastening to finish—appears to write rather carelessly.”

6. “A verb *signifying* actively, governs the Accusative.

OBS.—The same word can rarely be properly the Object of a Sentence and of a Phrase in the same connection.

EXAMPLES OF ERRORS.

"The party entered, and passed quite through the cave."

Better—The party entered the cave, and passed quite through it.

OBS.—A Relative Pronoun, being the *Object* of an Auxiliary Sentence, is often elegantly suppressed.

EXAMPLES.—1. I gave him all—I had.

2. Ernest placed in diagram all the sentences—I gave him.

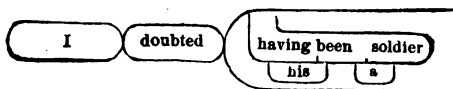
3. History is all the light—we have.

4. We receive from it a great part of the useful truths—we have.

OBJECT PHRASE.

NOTE 5.—Some Transitive Verbs may have, as their Objects, *Substantive Phrases*.

EXAMPLES.—1. "I doubted *his having been a soldier*."



I doubted—*what?* Not "*his*," nor "*having*," nor "*been*," nor "*a*," nor "*soldier*," but the fact asserted by the whole Phrase, "*His having been a soldier*."

2. "His being a minister, prevented *his rising to civil power*."
Prevented—*what?*

OBS. 1.—Object Phrases are generally of the *Participial Form*, Prepositional and Infinitive Phrases being commonly used as Adjuncts, and Independent Phrases as Logical Adjuncts. (See p. 24, Obs. 1; see also Clark's Analysis, p. 115.)

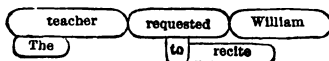
OBS. 2.—Infinitive Phrases following Verbs, commonly indicate *purpose* or *cause*, and serve to limit the signification or application of Verbs. Such are properly called Adverbs. But they sometimes follow Verbs as their Objects.

EXAMPLES.

1. Pupils are requested to read.....
"To read" is a Phrase Adjunct of "are requested."
2. Pupils assemble to read.....
"To read" is a Phrase Adjunct of "assemble."
3. Pupils are anxious to read.....
"To read" is an Adjunct of "anxious."
4. Pupils begin to read.....
"To read" is the Object of "begin."

OBS. 3.—The Transitive Verbs having Objects expressed, are often limited by Infinitive Phrases.

EXAMPLES.—1. The teacher REQUESTED William *to recite*.

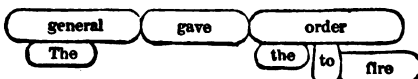


2. I BELIEVE the milkman *to be honest*.*

REM. 1.—“*To recite*” is a Phrase, Adjunct of “requested;” it *limits* the request. “William” is the Object of the modified Predicate “requested to recite.”

OBS. 4.—This construction should be carefully distinguished from that in which the Infinitive Phrase is Adjunct of the Object.

EXAMPLES.—1. The general gave the ORDER *to fire*. What order?



2. The subordinate manifested a DISPOSITION *to dictate*.

3. Idle pupils manifest little anxiety *to improve*.

REM. 2.—“*To fire*” limits “order;” hence, an Adjective.

“*To dictate*” limits “disposition;” hence, an Adjective.

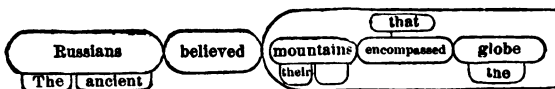
☞ Let the Pupil place Sentences 2 and 3 in the given Diagram.

OBJECT SENTENCE.

NOTE 6.—Many Transitive Verbs have as their Objects *Substantive Auxiliary Sentences*.

EXAMPLES.—1. “But Brutus says *he was ambitious*.”

2. “The ancient Russians believed *that their northern mountains encompassed the globe*.”



3. “Can you tell *where my Highland laddie's gone?*”

4. “He hastily demanded *why I came*.”

* The propriety of this construction depends much on the character of the predicate verb. Thus, “The teacher *requested* William *to recite*,” is proper and not inelegant. But,

“I *believe* the milkman *to be honest*,” is inelegant and objectionable. The thought is better expressed thus,

I believe *that the milkman is honest*.

5. "The village all declared **how much he knew**."
 6. "Did you but know **to whom I gave the ring**."

REM. 1.—The Pupil will notice that Sentences used as *Indirect Objects*, are introduced by a Word or a Phrase *which constitutes, logically, the essential part of the Object*. Thus in Sentence 2, "that" stands for the whole Proposition.

- "Their northern mountains encompassed the globe."
 "The ancient Russians believed *that*."
 "My Highland laddie has gone"—can you tell *where*?
 "I gave the ring"—did you but know *to whom*."

REM. 2.—Still we are to regard the *entire Auxiliary Sentence* as the Grammatical Object of the Principal Predicate.

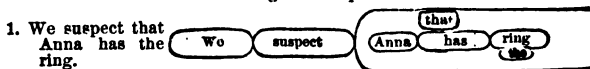
OBS. 1.—This construction is to be carefully distinguished from Complex Sentences, in which the Object Sentences are introduced by the Double Relative *what*.

- EXAMPLES.—1. "But here I come to tell *what I do know*."
 2. "You have done *what you should be sorry for*."

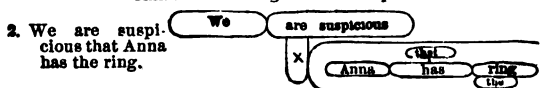
REM. 3.—Here, "what I do know" is the *modified Object* of "tell." (See Diagram, p. 49.)

OBS. 2.—By another construction, Auxiliary Sentences may constitute the Objects of Prepositions suppressed.

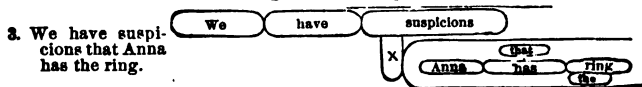
Anna has the ring—we suspect that.*



Anna has the ring—we are suspicious of that.



Anna has the ring—we have suspicions of that.



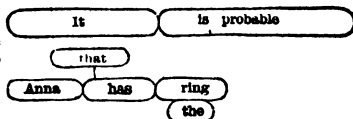
* The history of the word *that* traces its offices—

1. As an Adjective—*That* rose is beautiful.
2. As a Pronoun—The rose *that* all are praising.
3. As a Conjunction—I believe *that* he is honest.
4. You assert *that that* quotation *that* you have given is from Carey.

And, whatever may be its specific office in any given position, it still retains its previous offices—*i. e.*, whenever it is used as a Conjunction, it also retains its Substantive character; and whenever it is used as a Pronoun, it retains its Adjective office. (See Examples above.)

Anna has the ring—it is probable—that is probable.

4. It is probable
that Anna has
the ring.



REM.—In each of the above Examples the Auxiliary Sentence, “that Anna has the ring,” is Substantive in office.

In the 1st, it is the Object of a Transitive Sentence.

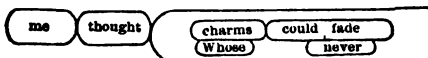
In the 2d, it is the Object of an Adverbial Phrase—the Leader being suppressed.

In the 3d, it is the Object of an Adjective Phrase, of which the Leader is suppressed.

In the 4th, it is a Logical Adjunct of “it.” (See Diagram, p. 48.)

OBS. 5.—Sometimes a Principal Sentence is thrown in between the parts of an Objective Sentence.

EXAMPLES.—1. “Whose charms, *me thought*, could never fade.”



2. “This explanation, *I doubt not*, will satisfy him.”

3. “But confidence, *he added*, is a plant of slow growth.”

THE OBJECTS OF PHRASES.

REM.—*Action* is expressed by *Verbs*, and
by *Participles*.

Relation is expressed by *Prepositions*. Hence,

OBS. 1.—The Object of a Verb or of a Participle, is the Object of an *Action*, and must be in the Objective Case.

EXAMPLES.

Infinitive Verb.—“I came to BURY *Cæsar*, not to PRAISE *him*.”

Participle.—“He could not avoid GIVING *offence*.”

OBS. 2.—The Object of a Preposition is the Object of a *Relation*, indicated by the Preposition, and is in the Objective Case.


EXAMPLES.—1. “For *me* your tributary stores combine.”

2. “The boy stood on the burning *deck*,
Whence all BUT *him* had fled.”

OBS. 3.—The Objects of Phrases and Sentences may be *Words*, *Phrases*, or *Sentences*.

EXERCISES ON OBJECTS.

I. OBJECTS OF SENTENCES.

 Let the following Sentences be analyzed by the CHART, and parsed :

Word Objects.—1. "There thou shalt **FIND** my *cousin Beatrice*."—*Shaks.*

2. "His daring foe securely *him* **DEFIED**."—*Milton.*

3. "The broom its yellow *leaf* **HATH SHED**."—*Langhorn.*

4. "Did I **REQUEST** *thee*, Maker, from my clay,
To mold *me* man?"—*Milton.*

Phrase Objects.—5. "We may **AVOID** *talking nonsense* on these subjects."

6. "I **DOUBTED** *their having it*."

Sentence Objects.—7. "They **SAY**, '*This shall be*,' and it is."

8. "Athens **FOUND** *that neither art nor science could
avail against depravity of morals*."

II. OBJECTS OF PHRASES—*Infinitive.*

Word Objects.—9. "How I love to **SEE** *thee*,
Golden, evening sun!"

10. "I come to **BURY** *Cæsar*, not to **PRAISE** *him*."

Phrase Objects.—11. "He endeavored to **PREVENT** *our being tossed about
by every wind of doctrine*."

12. "It is difficult to **DOUBT** *his having seen military
service*."

Sentence Objects.—13. "This goes to **PROVE** *what strange creatures we are*."

14. "The Governor commands me to **SAY**, *that he has
no further business with the Senate*."

Participial.

Word Objects.—15. "**SCALING** *yonder peak*, I saw an eagle."

16. "**FINDING** *fault*, never does any good."

Phrase Objects.—17. "By **OPPOSING** *your going to college*, your father
abridged your usefulness."

Sentence Objects.—18. "The ceremonies concluded by the doctor's **SAYING**,
'*Gentlemen, we will resume our studies at seven
to-morrow*.'"

Prepositional.

Word Objects.—19. "There came to the *beach* a poor exile **OF** *Erin*."

20. "You are a much greater loser by his *death*."

Phrase Objects.—21. "In the matter of *making and receiving presents*,
much discretion is required."

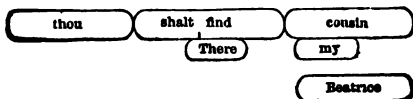
22. "I had no knowledge **OF** *there being any connection
between them*."—*Stones.*

Sentence Objects.—23. "And all the air a solemn stillness holds—
SAVE where the beetle wheels his droning flight."

Let the above Sentences be analyzed and parsed after the following

MODEL.

There thou shalt find my cousin Beatrice.



ANALYSIS.

PRINCIPAL ELEMENTS.. { *The Subject*..... "Thou."
 The Predicate.... "Shalt find."
 The Object..... "Cousin."

ADJUNCTS..... { *Of the Subject*.... ———
 Of the Predicate.. "There."
 Of the Object.... [Logical] "Beatrice."

PARSED.

- "There" is an Element in the Sentence—Adjunct Word—Adverb—of place—modifies "shalt find."
- "Thou"..... An Element in the Sentence—Principal Element—Subject—Word—Pronoun—Second Person—Singular Number—Subjective Case. According to Rule 1, "*The Subject of a Sentence is in the Subjective Case.*"
- "Shalt find" .is an Element in the Sentence—Principal Element—Predicate—Verb and Verb—Indicative Mode—Future Tense—Second Person—Singular Number. Rule 2, "*A Verb in Predicate must agree with its Subject in Person and Number.*"
- "My"..... is an Element in the Sentence—Adjunct—Word—Adjective—Specifying—Possessive—limits "cousin." Rule 7, "*Adjectives belong to Nouns and Pronouns which they describe.*"
- "Cousin".... is an Element in the Sentence—Principal Element—Word—Noun—Common—Third Person—Singular Number—Objective Case. Rule 3, "*The Object of a Sentence or of a Phrase is in the Objective Case.*"
- "Beatrice" .. is an Attendant Element—a Logical Adjunct—a Noun—Proper—Feminine Gender—Third Person—Singular Number—Independent Case.

GRAMMATIC FALLACIES.

☞ Let the Pupil correct the following Sentences, giving the proper authority for each correction :

1. "Who did Albert marry?"
2. "They that assist me, I will assist."
3. "Whosoever the President fancies he appoints to office."
4. "Who do you think I met this morning?"
5. "He who will place this sentence in diagram we will applaud."
6. "They that call on us we will visit."
7. "The man who you introduced to me, has called again."
8. "Thou only have we met in all our wanderings."
9. "Will you let Anna and I go to the concert?"
10. "They from my boyhood, I have known."

PRONOUNS.

RULE 4.—A Pronoun must agree with its Antecedent in *Gender*, *Person*, and *Number*.

OBS. 1.—Pronouns in the Possessive form, follow the same laws of agreement with their Antecedents, as those applicable to Substantive Pronouns.

REM.—The *Antecedent* of a Pronoun is the *Word*, *Phrase*, or *Sentence* which the Pronoun represents.

OF GENDER.

REM. 1.—The Gender of a Personal Pronoun of the Singular number is determined by its *form*. (See Declension, p. 93.)

That of all other Pronouns is determined by their *Antecedents*, or by the context.

NOTE 1.—The Gender of a Pronoun should correspond to that of its Antecedent.

EXAMPLES.—1. *Mary* was in Savannah when *she* wrote last.

2. *Ernest* lost *his* top before *he* had used it.

EXCEPTION 1.—The Neuter Pronoun **it** may represent young infants, male or female.

EXAMPLE.—*The* child will sleep when you sing to *it*.

EXCEPTION 2.—**He** or **she** may represent things without sex when they are *personified*.

EXAMPLES.—1. "The *Angel* of Death spread *his* wings on the blast,
And breathed in the face of the foe as *he* passed."

2. "When Fortune smiles *she* is coquetting."

OBS. 2.—Singular Nouns of different Genders connected by *or* or *nor* must have different words to represent the Genders of the Antecedents.

EXAMPLES.—1. "Please ask *Albert* or *Mary* for *his* or *her* pencil."

2. Anna or Ernest has lost *his* or *her* book.*

OBS. 3.—Custom renders it proper to *presume* that Nouns which include males and females are *Masculine*—unless otherwise determined by the context.

EXAMPLES.—1. "The oldest *inhabitant* in the town related the story of *his* pioneer life."

2. "Children should revere an aged person, whether *he* be learned or unlearned."

OBS. 4.—A Pronoun representing a Collective Noun, a Phrase, or a Sentence, should be of the Neuter Gender.

ERRORS IN GENDER.

1. "The star of the west sends *her* last lingering ray."

2. "Look not on the wine, when *he* giveth *his* color in the cup."


3. "No boy or girl may leave *her* seat without permission."

4. "No *boy* or *girl* here can solve that problem unless *he* has assistance."

5. "No teacher should require a pupil to do what *she* can not do."

6. "The moon at length, apparent queen, unveiled its peerless light, and o'er the dark its silver mantle threw."

Corrected.—1. The star of the west sends *its* last lingering ray.

 Let the Pupils correct the others.

PERSON.

REM.—The Person of a Personal Pronoun is determined by its *form*. That of all other Pronouns is determined by their *Antecedents*. Hence,

NOTE 2.—The *form* of a Personal Pronoun should indicate its Person and Number.

NOTE 3.—The Second Person, "Solemn Style," should not be used in familiar conversation—nor that of the "Familiar Style" in addresses to the Deity—nor should the two forms be used in the same Sentence.

* The difficulty of rendering such expressions with elegance has led to the error of using the Plural "*their*" for the two Singular words "*his*" and "*her*." But the Pupil should be taught to *prefer accuracy to elegance*.

EXAMPLES.

Improper.—1. "Well, my lad, hast thou seen my new kite?"

2. "You have my book and I have *thine*."


3. "Neither art *thou* such a one as to be ignorant of what *you* are."

4. "How can *you* despise her who without *thy* pity dies?"

5. "Can *you* refuse that I share in *thy* woes?"

6. "Ere *you* remark another's sin,
Bid *thy* own conscience look within."—*Gay*.

Corrected.—1. Well, my lad, *have you* seen my new kite?

 Let the Pupils correct the others.

OBS. 5.—The Pronoun "*it*" often has an Indefinite or undetermined Antecedent; and may then represent any Gender, Person, or Number.

EXAMPLES.—1. "*It* snows." 2. "It was my *father*."

3. "It was the *students* that broke that desk."

4. "A pleasant thing *it* is, to behold the sun."

5. "It is possible that *we* have *erred*." (See Diagram, p. 48.)

NOTE 4.—When a Pronoun has two or more Antecedents differing in Person, it must agree in Person with one of them—according to the following established RULES.

(a) If both Antecedents are of the Third Person, the Pronoun must be of the *Third Person*; as,

"*John* and *James* always accomplish what *they* undertake."

John or *James* always accomplishes what *he* undertakes.

(b) If one is of the Third Person and one of the Second, the Pronoun must be of the *Second Person*; as,

"*You* and *Ernest* may amuse *yourselves* as *you* please."

(c) If they are of the Third and the First, or of the Second and the First, the Pronoun must be of the *First Person*.

1. "*Anna* and *I* always perform the tasks *our* mother assigns to *us*."

2. "*You* and *I* can not always have what *we* desire."

POSITION.

NOTE 5.—Pronouns of different Persons, used in the same connection, should have their appropriate position.

OBS. 1.—The Second Person is placed first—the Third next, and the First last.


EXAMPLE.—*You and James and I* have been invited.

OBS. 2.—But when a fault is confessed, this order is sometimes reversed.

EXAMPLE.—“*I and my people* have sinned.”

OBS. 3.—This position obtains also when we acknowledge a defeat or a common calamity.

EXAMPLE.—“Then *I and you and all of us* fell down,
Whilst bloody Treason flourished over *us*.”

 Let the Pupils correct the following

ERRORS.

1. “Will you go to the concert with *me and Clara*?”
2. “John and you may parse that sentence.”
3. “I think that *I and Anna and Mary* are entitled to prizes.”
4. *Jack and I and father* caught that squirrel.

NOTE 6.—The Pronoun “*them*” should not be used Adjectively.

Incorrect.—1. Bring me *them* books.

2. “Only see how *them* big trees bow to the breeze.”
3. “No one knows when *them* boys study their lessons.”
4. “*Them* are my sentiments.”
5. “Which of *them* *housen* does your father live in?”

Corrected.—1. Bring me *those* books.

 Let the Pupils correct the others.

NUMBER

REM.—Personal Pronouns indicate unity or plurality by their forms—all other Pronouns by their *Antecedents*.

NOTE 7.—A Pronoun should have a Singular form when it represents one Singular Antecedent.

EXAMPLE.—*Henry* was quite well when I last saw *him*.

EXCEPTION.—The Pronoun *You* has the same form in both Numbers.

- EXAMPLES.—1. “*James*, when will *you* be prepared for college?”
2. *Boys*, will *you* assist me to arrange these desks?

NOTE 8.—A Pronoun should have a Singular form

when it represents two or more Singular Antecedents taken separately.

EXAMPLE.—“*Honor or disgrace* is sure to him only who seeks it.”

NOTE 9.—A Pronoun should have a Singular form when it represents a Collective Noun indicating Unity.

EXAMPLE.—I found the *school* more orderly than *it* had been under my administration.

NOTE 10.—A Pronoun should have a Plural form when it has one Antecedent indicating Plurality.


EXAMPLE.—Few *men* are as wise as *they* might be.

NOTE 11.—A Pronoun should have a Plural form when it has two or more Antecedents taken collectively.

EXAMPLE.—*Mary* and *Anna* always accomplish what *they* undertake.

NOTE 12.—A Pronoun should have a Plural form when its Antecedent is a Collective Noun indicating Plurality.

EXAMPLE.—The *committee* were unanimous in every measure which *they* discussed.

 Let the Pupils correct the following

ERRORS.—(See Note 7.)

1. Let any *pupil* put this in Diagram if *they* can.
2. Each *pupil* may select a sentence for *themselves*.
3. “Every true *believer* has the spirit of God in *them*.”—*Barclay*.
4. “Every *member* of a family should know *their* duty.”
5. “Every *one* must judge of *their* own feelings.”
6. “Albert and Charles have each *their* peculiarities.”
7. “Every *body* has recollections which *they* think worthy of recording.”
8. “Every *body* trembled for *themselves* or *their* friends.”
9. “Let every student now attend to *their* own lesson.”

(Note 8.)

10. “Every *mechanic* and every *artist* had full pay for *their* services.” (See Diagram, p. 230.)
11. “If Clara or Anna will analyze this Sentence, *they* shall be complimented.”
12. “Gold or silver will be paid if *they* are demanded.”
13. “James or Henry may sweep the school-room if *they* are willing.”
14. “I expect George or Charles will favor us with *their* company this evening.”
15. “Neither poverty nor wealth necessarily secure happiness to *their* possessor.”

16. "No act nor word nor thought, whether *they* be good or evil, will escape the judgment."

(Notes 9, 10, 11, 12.)

17. The Council was in session until ten, when *they* adjourned to the next day."

18. "The school was called to order at nine; but *they* were dismissed at one."

19. "The nobility failed on every measure *it* proposed."

20. "The peasantry carried every measure *it* brought forward."

21. "Mankind can never exceed the limit of knowledge nature has prescribed for *it*."

22. "The house and barn were insured for more than *it* cost."

23. "Candor and frankness manifests *itself* in his countenance."

24. "The committee were unanimous on every measure which *it* considered."

NOTE 13.—A Pronoun should not be used with its Noun in the same construction.

EXAMPLES OF ERRORS.


1. "Our new teacher, *she* who teaches algebra, will call here to-night."

2. "We called on Sarah, *she* that gives lessons on the guitar."

3. "John, *he* is the boy that takes all the prizes."

4. "My banks, *they* are furnished with bees."

Corrected.—1. "Our new teacher, who teaches algebra, will call here to-night."

 Let the Pupils correct the others.

OBS.—But Compound Personal Pronouns, and sometimes Simple Pronouns, may be used with their Antecedents for *emphasis* or for Rhythm.

EXAMPLES.—1. "The moon *herself* is lost in heaven."

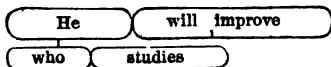
2. "His teeth *they* chatter, chatter still."

REM.—Words thus added have a *Rhetorical*, not a Grammatical force. (See "Words of Euphony," p. 174.)

RELATIVE OR CONJUNCTIVE PRONOUNS.

OBS. 1.—A Relative Pronoun always performs a double office, being used Substantively and Conjunctively.

EXAMPLE.—He *who* studies, will improve.



"Who" relates to "he," and is the Subject of studies; hence, a Substantive.

"Who studies," is a Sentence used to describe "he."

"Who" introduces the Sentence ; hence, it performs the office of a Conjunction.

NOTE 14.—The Antecedent of a Relative Pronoun determines its Person and Number, but not its Case.

1. *I who write.* 2. *Thou who writest.* 3. *He who writes.*
4. "*He whom thou lovest, is sick.*"

NOTE 15.—In the choice of Relative Pronouns, that form should be selected which is in accordance with reputable usage.

OBS. 2.—The Antecedent commonly decides the appropriate Relative Pronoun.

EXAMPLES.

- | | | | | | |
|--------|---------|--------|-------|------|-------------|
| 1. The | | man | who | came | } returned. |
| The | last | man | that | came | |
| The | | boat | which | came | |
| The | largest | boat | that | came | |
| | Such | people | as | came | |
| | Such | boats | as | came | |
| | More | people | than | came | |
| | More | boats | than | came | |
-
- | | | | | | |
|---------------|---|------|-------|-----|-------|
| 2. I received | { | Him | whom | you | sent. |
| | | That | which | you | sent. |
| | | All | that | you | sent. |
| | | Such | as | you | sent. |
| | | More | than | you | sent. |

REM.—The above examples suggest the following LAWS for the choice of Relative Pronouns.

WHO.

NOTE 16.—The Relative **Who** is properly applied to intelligent beings and to things personified.

EXAMPLES.—1. "There are those *whom* I can not forgive."

2. "Too low they build, *who* build beneath the stars."

EXCEPTION.—But Collective Nouns, and names of persons, taken as names merely, or as titles, should be followed by the Relative **which**.

EXAMPLES.—1. "The *multitude which* followed swelled the notes of joy."

2. "The *regiment which* Quinby commanded suffered most in this engagement."

3. "We call Arthur 'our little *Demosthenes*,' *which* means *superior orator*."

 Let the Pupil correct the following

ERRORS.—(See Note 13.)

1. "Anna loves to study ; but *Sarah, she* is ever idle."
2. "*Whoever* believeth not therein, *they* shall perish."
3. "*Whom*, when they had washed, they laid *her* in an upper chamber."

(Note 16.)

4. "All *pupils which* have recited may be dismissed."
5. "Those *pupils which* study grammar should speak correctly."
6. "The conductor introduced me to the *man of which* you spoke."
7. "I did not meet the *lady* there *which* you spoke of."

(Exception to Note 16.)

8. "The *committee who* were appointed failed to report."
9. "He instructed the *crowds who* surrounded him."
10. "The *court, who* gives currency to manners, ought to be exemplary."
11. "The *nations among whom* they took their rise, were not savage."
12. "The *convention who* were called accomplished nothing."
13. "Solomon was the *wisest* king *whom* the world has ever seen."

WHICH.

NOTE 17.—The Relative **Which** is properly used to represent *things*.

EXAMPLES.—1. "The *books which* I left, bring with thee."

2. "That *life is long which* answers life's great end."

 Let the Pupils correct the following

ERRORS.

1. "They are like so many *puppets who* are moved by wires."
2. "And the *ants, who* are collected by the smell, are burned."
3. "He was met by a *dolphin, who* sometimes swam before him."
4. "He encountered the *crowd, who* was going up the street."
5. "I have a temple in every *heart who* owns my influence."

THAT.

NOTE 18.—The Relative **That** may be used to represent *persons* or *things*.

OBS. 1.—*That* is generally used when its Antecedent is

- (1.) Another Pronoun.
- (2.) A Noun limited by the Adjectives **all**, **any**, **same**, **no**, or by any Adjective of the Superlative degree.
- (3.) Two or more Words denoting both persons and things.

EXAMPLES.—1. "*Who that* has a proper self-respect, can chew tobacco?"

2. "It was not *I that* did it."

3. "*He that* attends to his interior self, has business."

4. "*Them that* honor me, I will honor."

5. "*All that* a man hath will he give for his life."

6. "Not *any of* the boys *that* come to this school write compositions."

7. "He was the *same man that* taught me grammar."

8. "The *wisest man that* the world has seen."

9. "The *best advice that* I can give is this."

10. "All the *people and the cattle that* were on the island were drowned."

OBS. 2.—The Relative *that* is *generally* used to introduce an Adjective Sentence used *specially* to restrict or specify its Antecedent.

EXAMPLES.—1. "*The man that* dares traduce... is not a man."

2. "He *that* loveth wine and oil shall not be rich."

3. "The evil *that* men do, live after them."

REM.—Variety, elegance, and other laws of Taste, often decide the proper selection of the Relative.

ERRORS in the use of Relative Pronouns.

1. "Who is she *who* comes clothed in robes of green?"

2. "He is not the person *who* he appeared to be."

3. "Was it *thou* or the wind *who* shut the door?"

4. "*All which* can be done to render the definitions of grammar accurate."
—Murray.

5. "The Nominative expresses the name of the *person* or *thing which* acts."
—Hilly's Grammar, p. 19.

6. "The Passive Verb denotes Action received by the person or thing *which* is its Nominative."—Kirkham's Grammar, p. 157.

7. "The *same* ornaments *which* we admire in a private apartment are unseemly in a temple."—Murray's Grammar, p. 128.

8. "Massillon was the *greatest* preacher *which* modern times have produced."

9. "One of the *first who* introduced it was Montesquieu."—Murray's Grammar, p. 125.

10. "This is the *most* useful art *which* men possess."—Murray's Key, p. 275.

11. The humming-bird is the *smallest* bird *which* is found in this country.

12. The commissioner has secured the men and the money *which* he contracted for.

13. "The *same* men *who* stole the horse obtained the reward offered for his return."


14. "No man *whom* I conversed with knew the cause of the accident."

15. Every vine *which* William grafted grew vigorously.

16. "The family with *whom* I boarded has gone to Kansas."

17. "John was the *first man who* noticed me."

Corrected.—1. "Who is she *that* comes in robes of green?"

 Let the Pupils correct the others.

NOTE 19.—Avoid the improper use of Adverbial Words for Adverbial Phrases.

Incorrect.—1. "There is no *rule* given *how* truth may be ascertained."

2. "That *darkness* of character *where* we can see no heart."—*Murray's Key*, p. 236.


3. "This is the very *house where* he died."

4. "By Prepositions we express the *manner how* a thing was done."—*Murray's Grammar*, p. 123.

5. "I have been visiting the *house where* I was reared."

6. "I do not see the *means how* you will do it."—*Schoolmaster*.

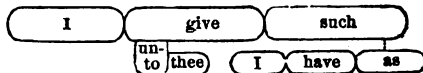
Corrected.—1. "There is no *rule* given *by which* truth may be ascertained."

 Let the Pupils correct the others.

AS.

NOTE 20.—**As**, used as a Relative or Conjunctive Pronoun, always follows the word *Such*.

EXAMPLE.—Such *as* I have, give I unto thee.

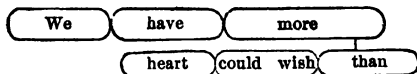


THAN.

NOTE 21.—**Than**, used as a Relative or Conjunctive Pronoun, follows the word *More*, or some other word in the Comparative form.

EXAMPLES.—1. "We have *more than* heart could wish."

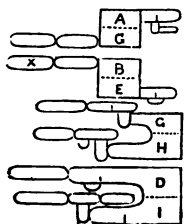
2. "There was *more due than* was ever paid."



The Double Pronoun WHAT.

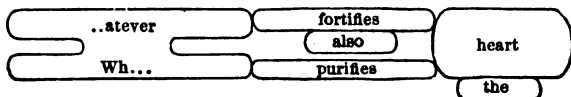
OBS. 3.—When the Relative "**what**" is used substantively, it usually bears a part in the structure of two sentences at the same

time. It is equivalent to "*that which*," or "*the things which*." The Antecedent part may be the Subject (A) or the Object (B) of a Principal Sentence, the Object (c) of a Phrase in that Sentence, or used in Predicate (D). The Consequent or Relative part introduces an Auxiliary Sentence, which qualifies the Antecedent, and may be the Subject (E) or the Object (e) of that Sentence, the Object of a Phrase (H), or used in Predicate with a Verb (I).

- 
1. "WHAT reason weaves, by passion is undone."—*Pope*.
 2. "Deduct WHAT is but vanity."—*Idem*.
 3. "Each, was favored with WHAT he most delighted in."
 4. "It is not WHAT I supposed it to be."

OBS. 4.—*Whoever*, *whosoever*, *whatever*, *whatsoever*, and *who* (used for whoever), have a construction similar to *what*.

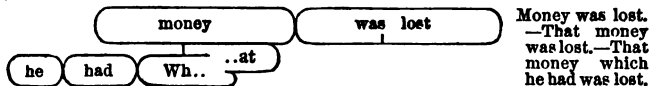
EXAMPLES.—1. "*Whatever* purifies fortifies also the heart."



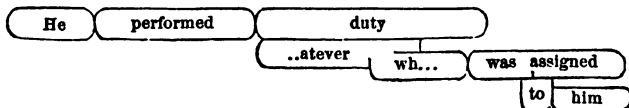
2. "Whoever sees, admires her."
3. You can have whichever you prefer.

OBS. 5.—The Compound Pronouns *what*, *whatever*, and *whatsoever*, sometimes combine an Adjective and a Substantive office at the same time.

EXAMPLES.—1. "What money he had was lost."



2. What sights he wished, he saw.
3. Whatever hope he had has vanished.
4. He performed whatever duty was assigned to him.



OBS. 6.—By the poets, the Antecedent of a Relative Pronoun is sometimes elegantly suppressed.

EXAMPLE.—“Who lives to Nature, rarely can be poor;
Who lives to Fancy, never can be rich.”

OBS. 7.—*That* is sometimes improperly used for the Relative *what*.

EXAMPLE.—“Take *that* is thine.”

OBS. 8.—*What* is sometimes substituted for an Adverbial Phrase.

EXAMPLE.—“*What* [in what respect] shall it profit a man?”

OBS. 9.—*What* is sometimes used as an Exclamation.

EXAMPLE.—“*What!* Is thy servant a dog?”

NOTE 22.—The two words, *but what*—and also *but that*—should not be used for the Conjunction *that*.

EXAMPLES.—1. “I did not doubt *but what* you would come.”

2. “I did not doubt *but that* you would come.”

Corrected.—I did not doubt *that* you would come.

POSITION OF PRONOUNS.

NOTE 23.—In the structure of Sentences, Pronouns should be so placed as most clearly to indicate their Antecedents.

OBS. 1.—Generally we place a Pronoun after its Antecedent.

EXAMPLES.—1. The BOY injured *himself*.

2. “The ROSE *that* all are praising.”

EXCEPTION 1.—Interrogative Pronouns precede the Nouns or Pronouns which they represent.

EXAMPLES.—1. “*Who* will show us any good?”

2. “*What* can compensate for loss of character?”

EXCEPTION 2.—The Pronoun *it*, having an explanatory Phrase or Sentence used as a Logical Adjunct, should precede that Phrase or Sentence.

EXAMPLE.—“How is *it* possible NOT TO LOVE HER?”

EXCEPTION 3.—The Antecedent, used as an explanatory word, often follows the Pronoun.

EXAMPLE.—“Ye *crags and peaks!* I'm with you once again.”

POSITION OF THE RELATIVE.

OBS. 1.—When a Relative is the Subject or the Object of an Auxiliary Sentence, it should be placed next its Antecedent.

EXAMPLES.—1. "Can *ALL that* optics teach unfold
Thy form to please me so?"

2. "The *GRAVE, that* never spoke before,
Hath found, at length, a tongue to chide."

EXCEPTION.—Sometimes, for rhetorical effect, words of special importance may be placed between the Relative and its Antecedent.

EXAMPLE.—"O, *THEY* love least *that* let men know their love."

OBS. 2.—When the Relative is the Object of a Prepositional Phrase, it comes between its Antecedent and the Auxiliary Sentence with which that Phrase is construed.

EXAMPLE.—"We prize *THAT* most *for which we labor* most."

REM.—"For which" modifies "labor"—"which" relates to "that."

OBS. 3.—The Relative *that*, used as the Object of a Preposition, is placed *before* the Preposition. *Whom, which, and what*, are placed after their Prepositions.

EXAMPLES.—1. "I have meat to eat *that* ye know not of."

2. "Withhold not good from them *to whom* it is due."

3. "The world *in which* we sojourn is not our home."

4. "We could not learn *for what* he came."

OBS. 4.—The Relative—when the Subject of a Sentence, or the Object of a Phrase—can rarely be omitted without weakening the force of the expression.

EXAMPLES.—1. "For is there aught in sleep [] can charm the wise?"

2. "The time may come [] you need not fly."

OBS. 5.—But the suppression of the Relative is allowed when it is the Object of a Sentence, or when the position of the words is such as to prevent ambiguity or weaken the expression.

EXAMPLES.—1. "History is all the light we have in many cases; and we receive from it a great part of the useful truths we have."

2. "But they that fight for freedom, undertake
The noblest cause mankind can have at stake."

 Let the Pupils correct the following

ERRORS.

1. "The first *love* is the last to leave the memory *which* enters the heart."

2. "The Military *Academy* seems to be one of the most popular schools in the city *which* De Graff instituted."

3. "The *boy* should bring a certificate from his former teacher, *who* applies for admission to this school."
4. "Every *man* contributed to the relief of the sufferers *whom* I met."
5. "The day I entered college was remarkable as the day—the great meteoric shower first fell."
6. "Alexander continued four days in the place—he was."
7. "Darius was but twenty miles from the place—they then were."
8. "They are right when they serve for uses—they were made."—*Collier*, p. 99.
9. "To give directions as to the manner—it should be studied."—*Halleck's Grammar*, p. 9.
10. "The book which I read that story in, is at school."
11. "I could not deny *but what* he was the man."
12. "No one can doubt *but what* grammar is a pleasing study."
13. "I have no doubt *but that* you will receive the highest honors."
14. "There is no question *but that* the moon revolves on its axis."

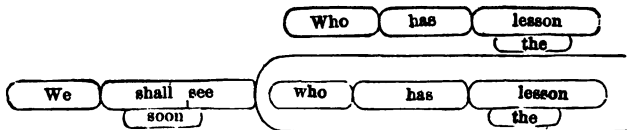
INTERROGATIVES.

NOTE 24.—Interrogative Pronouns are construed like Personal Pronouns.

- EXAMPLES.—1. As the Subject of a Sentence—*Who has the lesson?*
 2. As the Object of a Sentence—*Whom seek ye?*
 3. As the Object of a Phrase—*For what do we labor?*

OBS. 1.—The Interrogative force of such Pronouns is commonly suppressed when they introduce Substantive Auxiliary Sentences.

- EXAMPLES.—1. Who has the lesson?



2. We shall soon see who has the lesson.
3. Whom seek ye?
4. Ye still refuse to tell *whom ye seek*.
5. We scarcely know *for what we labor*.

OBS. 2.—But the Principal Sentence may remain interrogative.

- EXAMPLES.—1. Which shall have the premium?
 2. "*Who* shall decide *which shall have the premium?*"
 3. *How* can you tell *whom the teacher will reward?*
 4. *By whom* did you learn *for whom I voted?*

OBS. 3.—The word which answers a question has a construction similar to that of the word which asks it.

- EXAMPLES.—1. *Whose book have you? Mary's.*
 2. *What could I do? Nothing.*
 3. *Where did you see him? In Rochester.*
 4. *Whence came they? From Ireland.*

REM.—“*Mary's*” specifies “*book*”—“*in Rochester*” modifies “*did see*”—“*from Ireland*” modifies “*came*.”

OBS. 4.—The Interrogative *what*, followed by the Conjunctions *though*, *if*, and some others, commonly belongs to a Principal Sentence understood, on which the following Sentence depends for sense.

- EXAMPLES.—1. “*What if the foot aspired to be the head?*”
 What [would be the consequence] if the foot, etc.
 2. “*What though Destruction sweep these lovely plains?*”
 What [occasion have we to despair] though Destruction sweep these lovely plains?

ADJECTIVE PRONOUNS.

RULE 5.—Adjective Pronouns are *substituted* for the Nouns *which they qualify*.

NOTE 1.—When used as Subjects, *each*, *either*, *neither*, *this*, *that*, and all other Adjective Pronouns indicating *unity*, require their Verbs to be in the *Singular* Number.

EXAMPLES.

- Correct*.—1. *Each believes his own.* 2. *Either is sufficient.*
 3. “*Neither of them has any reputation.*”
Incorrect.—4. “*Are either of the boys absent to-day?*”
 5. “*Do you prefer grammar to logic? Neither of them have any charms for me.*”
 6. “*Each of those three boys merit the highest honors of the class.*”

NOTE 2.—*These*, *those*, *many*, *others*, *several*, and other Adjective Pronouns indicating *plurality*, require their Verbs to be in the *Plural*.

- EXAMPLES.—1. “*These are the things which defile.*”
 2. “*Those were halcyon days.*”

NOTE 3.—*Any, all, like, some, none, more, and such*, may have Verbs in the Singular or Plural, according as they indicate unity or plurality.

EXAMPLES.—1. "*None* but the upright in heart *are* capable of being true friends."—*Y. L. Friend*.

2. "*None has* arrived."

3. "*All are* but parts of one stupendous whole."

4. "What if the field be lost? *All is* not lost."

5. "The *like were* never seen before."

6. "*Like produces* like."

7. "Objects of importance must be portrayed by objects of importance; *such as have* grace, by things graceful."

8. "Nestled at its root

Is Beauty; *such as blooms* not in the glare
Of the broad sun."

OBS. 1.—Qualifying and some Specifying Adjectives receive the definitive "*the*" before them, on becoming Adjective Pronouns. They may be qualified by *Adjectives* or by *Adverbs*, according as the *thing* or the *quality* is to be limited.

EXAMPLES.—1. "*The good alone* are great."

2. "The *professedly good* are not always *really so*."

3. "The *much good* done by him will not soon be forgotten."

"Professedly" modifies the *quality*; hence, it is an Adverb.

"Much" limits the *things* done; hence, it is an Adjective.

OBS. 2.—In the analysis of a Sentence, *each, other, one another*, and similar distributives, are properly parsed as single words.

But, in strict construction the parts perform different offices.

EXAMPLES.—They assisted each other.

They assisted—each [assisted] the other.

OBS. 3.—When two things are mentioned in contrast, and severally referred to by Adjective Pronouns—*this* and *these* refer to the *latter*—*that* and *those* to the *former*.

EXAMPLES.—1. "Here living tea-pots stand, *one arm* held out,
ONE bent; the handle *THIS*, and *that* the spout."—*Pope*.

2. "Farewell, my *friends*; farewell, my *foes*;
My peace with *THESE*, my love with *those*."—*Burns*.

3. "Some place the bliss in action; *SOME*, in ease;
Those call it pleasure; and contentment *THESE*."

INDEPENDENT CASE.

RULE 6.—A Noun or a Pronoun, not dependent on any other word in construction, is in the Independent Case.

OBS. 1.—We have seen (p. 189) that the framework of a Sentence—its Principal Elements—are the *Subject*, the *Predicate*, and the *Object*; that the Subject and the Object are the *Substantive Elements*—both depending for their Syntax on the Predicate (p. 208)—the former as Subjective Case, the latter as Objective. Nouns and Pronouns in all other conditions, not being thus dependent on the Verb for their Syntax, are said to be Independent (p. 88); and that this generic term includes the following specific conditions:

1. The names of persons or of things addressed,

Appellatives.

2. Nouns and Pronouns used to introduce Independent Phrases,

Absolute.

3. Nouns and Pronouns used as complementary of Verbs and of Participles,

in Predicate.

4. Nouns and Pronouns used explanatory of other Nouns and Pronouns,

in Apposition.

5. Nouns and Pronouns used simply as Names—Cards, Signs, Titles,

Naming.

To this last class may be added all Nouns and Pronouns used for Euphony.

Hence,

NOTE 1.—The name of a person or thing addressed is in the Independent Case.

EXAMPLES.—1. "FRIENDS, ROMANS, COUNTRYMEN."

2. "Come, gentle SPRING—ethereal MILDNESS, come."

REM.—In the last example the word *thou*, understood, is the proper subject of "come." The words "spring" and "mildness" are addressed, and are independent in construction. (See p. 85.)

NOTE 2.—A Noun or a Pronoun, used as the Leader of an Independent Phrase, is in the Independent Case.

EXAMPLES.—1. *The hour having arrived*, we commenced the exercises.

2. "Thus talking, *HAND* in hand, alone they passed
On to their blissful bower." *Hand being in hand.*

(See Diagram, p. 209.)

NOTE 3.—A Noun or a Pronoun, used in Predicate with a Verb, is in the Independent Case.

EXAMPLES.—1. "Thou art a *scholar*." 2. It is *I*. 3. "God is *love*."

4. "He maketh the storm a *calm*."

5. "It was the *students** that broke the glass."

OBS.—A Noun or a Pronoun used in Predicate, may have the *form* of the Subjective or of the Objective Case.

EXAMPLES.—1. "I thought it to be *him*."

2. "It was not *met* that you saw."

3. "It was not *I* that did it."

REM.—This idiom is established by good authority—ancient and modern—and grammarians can not well alter the custom.

"Nescire quid acciderit antequam natus es, est semper esse puerum."

"Not to know what happened before you was born, is always to be a boy."

Here, "puerum" (boy) has the form of the Accusative Case (Objective), and can not be in the Nominative.

NOTE 4.—A Noun or a Pronoun used to explain a preceding Noun or Pronoun, is in the Independent Case.

* The notion that "two or more Nouns meaning the same person or thing agree in Case" is fallacious. Case is only a condition of Substantives dependent on their relation or non-relation to other words—an accidental quality; but Gender and Number are attributes inherent in the things themselves—without reference to other words. Hence if *identity* demands any thing, it must be *inherent qualities*—Gender, Number, and Person. But in the example given, not even these qualities inhere.

"It was the *students* that broke the glass."

Must "students" "agree in case" with "it" because they indicate the "same persons?" Then why not also agree in Gender and Number? But is "students" of the Neuter Gender and Singular Number because "it" is? If then these words do not agree in their inherent qualities—Gender and Number—why claim that they do in the accidental relation of case?

Another example, "The *teacher whom* I love, has gone." Here "teacher" and "whom" indicate the same person. Must they, therefore, "agree in case?"

Is it well to hold and teach an error, *only because it is venerable*?—and reject a truth, *only because we did not learn it before we learned the error*?

† Well-established custom requires the same RULE in English that is given in our Greek Grammars. "The Antecedent is sometimes put, *by attraction*, in the case of the relative."

EXAMPLES.—1. *Paul*, the APOSTLE, wrote to Timothy. (See Diagram, p. 177.)

2. "Up springs the *lark*, shrill-voiced and shrewd,
The MESSENGER of morn."

OBS. 1.—This Note applies also to Phrases and to Sentences.

EXAMPLES.—1. It is our *duty* to STUDY.

2. "*It* is possible THAT WE MISTAKE." (See Diagram, p. 244.)

OBS. 2.—An Independent Noun or Pronoun is properly a Logical Adjunct when it is used to describe or limit another word.

EXAMPLES.—*Paul* the APOSTLE—*Peter* the GREAT.

REM.—"Apostle" describes "Paul," by limiting the application of that name to a particular individual.

NOTE 5.—A Noun or a Pronoun denoting the Subject of remark—the title of a book—used in address, in exclamation, or for Euphony, is in the Independent Case.

EXAMPLES.—1. "Our *Fathers!* where are they? and the *Prophets!* do they live forever?"

2. "Wright's *Orthography.*"

3. The *Military Academy.*

4. "The moon *herself* is lost in heaven."

OBS. 3.—In this Note are properly included Nouns and Pronouns repeated for the sake of emphasis.

EXAMPLE.—"This, **THIS** is thinking free."

OBS. 4.—Adverbial Sentences are often elegantly condensed into Independent Phrases.

EXAMPLES.

Sentence.—When the hour had arrived, we commenced the exercises.

Phrase.—The hour having arrived, we commenced the exercises.

(See Diagrams, p. 209.)

REM 1.—"When the hour had arrived" is a Grammatical Adjunct of "commenced," an *Adverbial Sentence*. "*Hour*" is the Subject of that Sentence; hence, in the *Nominative Case*.

REM. 2.—"The hour having arrived" is a Logical Adjunct of "commenced," an *Independent Phrase*. "*Hour*" is the Leader of that Phrase; hence, in the *Independent Case*.

OBS. 5.—By a custom not to be recommended nor allowed, except by "poetic license," an Independent Phrase is sometimes preceded by a Preposition, which does not indicate a relation, nor properly connect it to an Antecedent.

EXAMPLES.—1. "WITH *arm in arm*, the forest rose on high,
And lessons gave of brotherly regard."

2. "UPON *our horse becoming weary*, we procured lodgings at a private house."

REM. 1.—"With" is not necessary to the grammatical construction of the Sentence—its affix being simply to preserve the rhythm.

REM. 2.—The use of "upon" is unnecessary and improper.

EXERCISES IN THE USE OF THE INDEPENDENT CASE.

1. O *Abdalom!* my son, my son!
2. Lend me your songs, *ye nightingales!*
3. How is it possible *not to feel grateful for such benefits!*
4. Other *things* being equal, we prefer a fruit-growing climate.
5. Thou art the *ruins* of the noblest man
That ever lived in the tide of time.
6. Henceforth I never will be *Romeo*.
7. John dislikes to be called an idle *boy*.
8. That little indiscretion made him my *enemy*.
9. His teeth *they* chatter still.

 Let the Pupils correct the following

ERRORS.

1. "*Me* being satisfied, you ought to be so too."
2. *My* being fatigued, John finished my task for *me*.
3. I thought it to be *he*.
4. It was not *me* that did it.

ADJUNCTS.

REM.—The term *Adjunct*, as used in grammar, embraces all those Elements in Sentences and in Phrases that are used to limit, qualify, or modify other Elements.

NOTE 1.—Adjuncts belong to the words which they modify or describe.

THE FORMS OF ADJUNCTS.

OBS. 1.—Adjuncts may consist of. . . . $\left\{ \begin{array}{l} \text{Words,} \\ \text{Phrases, or} \\ \text{Sentences.} \end{array} \right.$

EXAMPLES.—1. A *Word*.—We were walking *homeward*.

2. A *Phrase*.—We were walking *toward home*.

3. A *Sentence*.—"Let me stand here *till thou remember it*."

NOTE 2.—In the use of Adjuncts, that form should be employed which will most fully convey the sense intended.

OBS. 1.—Many Adjunct Words, Phrases, and Sentences are interchangeable.

EXAMPLES.

Word Adjuncts.—1. "An *honest* MAN is the noblest work of God."

2. "*Dark* DAYS are remembered."

Phrase Adjuncts.—3. A MAN *of honesty* is the noblest work of God.

4. Let him remember the *DAYS of darkness*.

Sentence Adjuncts.—5. A MAN *who is honest*, is the noblest work of God.

6. *DAYS which are dark*, are long remembered.

OBS. 2.—But this interchange of Adjuncts is not always admissible.

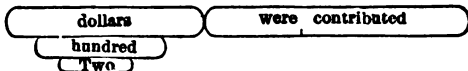
EXAMPLES.

Correct.—"The *TIME of my departure* is at hand."

Incorrect.—My *departure's TIME* is at hand. (See OBS. 3, p. 278.)

OBS. 3.—Adjuncts are often Complex. One Adjunct Word may be qualified or limited by another Word.

EXAMPLES.—1. *Two* HUNDRED dollars were contributed.



2. *The* CLOUD's deep voice. 3. *The* WIND's low sigh.

OBS. 4.—An Adjunct Word may be limited by a Phrase.

EXAMPLES.—1. "From the shore, *EAT into caverns, by the restless wave*."

2. "Wisdom is too high *for a fool*."



OBS. 5.—An Adjunct Word may be limited by a Sentence.

EXAMPLES.—1. "He called so loud *that all the hollow deep resounded*."

2. "*OFT as the morning dawns* should gratitude ascend."

(See Diagram, p. 46.)

OBS. 6.—An Adjunct Phrase may be limited by a Word.

EXAMPLE.—Arthur went *almost* to Boston. (See Diagram, p. 254.)

OBS. 7.—An Adjunct Sentence may be limited by a Word.

EXAMPLE.—"*Not as the conqueror comes,*
They the true-hearted came." (See p. 254.)

THE OFFICES OF ADJUNCTS.

PRIN.—All Adjuncts are $\left\{ \begin{array}{l} \text{Adjectives or} \\ \text{Adverbs.} \end{array} \right.$

NOTE 3.—(a) All Adjuncts of Substantives are **Adjectives**.

(b) All Adjuncts of Verbs are **Adverbs**.

(c) All Adjuncts of Adjectives are **Adverbs**.

(d) All Adjuncts of Adverbs are **Adverbs**.

OBS. 8.—Adjuncts may be attached to any of the five Elements of Sentences.

1. *To the Subject* "The **KING** of shadows loves a shining mark."
(See Diagram, p. 54.)
2. *To the Predicate* "And *when its yellow tuster smiled*
O'er mountains yet untrod,
Each mother **HELD** aloft her child
To bless the bow of God."
(See Diagram, p. 61.)
3. *To the Object* "They undertake the noblest **CAUSE** mankind can have at stake." (See Diagram, p. 59.)
4. *To the Adjective* "The truly **VIRTUOUS** man is not **REGARDLESS** of his reputation."
5. *To the Adverb* "Wisdom is too high for a fool."
"Off as the morning dawns should gratitude ascend."
(See Diagram, p. 42.)

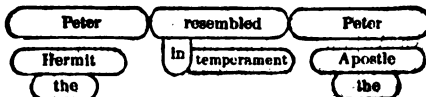
LOGICAL ADJUNCTS.

REM.—In addition to *Grammatical Adjuncts*, we have what may properly be called *Logical Adjuncts*. These are commonly Substantives, independent in construction, yet serving indirectly to limit or modify other Elements. (See p. 29.)

Logical Adjuncts may consist of $\left\{ \begin{array}{l} \text{Words,} \\ \text{Phrases, or} \\ \text{Sentences.} \end{array} \right.$

EXAMPLES.

(1.) WORD ADJUNCTS.—PETER the *Hermit* resembled, in temperament, PETER the *Apostle*.



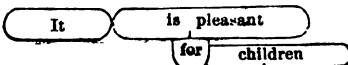
REM.—“Hermit” and “Apostle” are Nouns, yet serve to distinguish the two men named “Peter.” Hence they are Logical Adjuncts—Nouns—Proper—Independent in construction. (See p. 34.)

(2.) PHRASE ADJUNCTS.

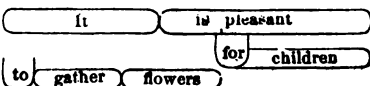
1. It is pleasant to gather flowers.



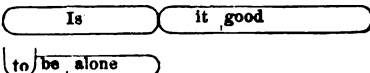
2. It is pleasant for children.



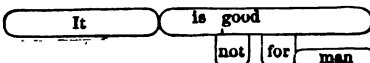
3. It is pleasant for children to gather flowers.



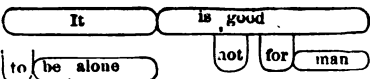
4. Is it good to be alone?



5. It is not good for man.

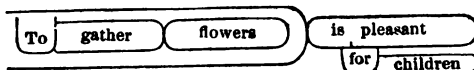


6. It is not good for man to be alone.



REM. 1.—The Pronoun “it” being omitted, the Phrases become the *Subjects*. Thus,

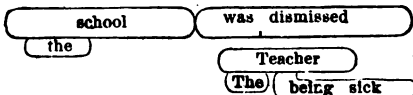
7. “To gather flowers” is pleasant for children.



8. “To be alone” is not good for man.*

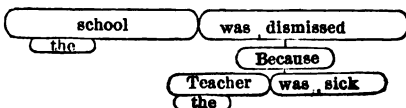


9. The teacher being sick, the school was dismissed.

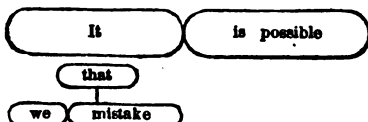


* “To gather flowers” and “to be alone” are Infinitive Phrases, and in Sentence (1) “to gather flowers” is a Logical Adjunct of “it,” used to tell what the word “it” means. But in Sentence (7) “to gather flowers” is the Subject of “is pleasant.” In Sentences (2), (3), and (7), “for children” is a Phrase, Prepositional, Adverbial, used as a Grammatical Adjunct of “is pleasant.”

10. *Because the teacher was sick, the school was dismissed.**



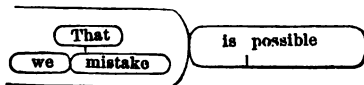
(8.) *It is possible that we mistake.*



REM.—“*That we mistake*” limits the signification of the word “IT.”

The *Sentence* may be substituted for the Pronoun. Thus,

That we mistake is possible.



For further Observations on Logical Adjuncts, see “INDEPENDENT CASE,” Part II., p. 85.

ADJECTIVES.

RULE 7.—Adjectives belong to Nouns and Pronouns which they describe.

OBS. 1.—It should be remembered that any word whose most important office is to specify, qualify, or otherwise describe a person or a thing, is, *therefore*, an Adjective. (See Def. 97.) A word which is sometimes or generally used as some other “part of speech,” may, in certain connections, be used Adjectively; and when thus used, it is an Adjective, whatever its form may be.

EXAMPLES.—An *iron fence*. *Working oxen*.

REM.—Every Adjective having its Substantive understood, becomes Pronominal. (See Adjective Pronouns, p. 97.)

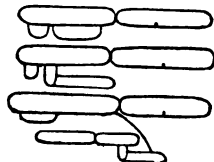
* Logically considered, the Phrase “*the teacher being sick*,” and the Sentence “*Because the teacher was sick*,” are alike Modifying Adjuncts of the Predicate “was dismissed”—the Phrase *assuming* and the Sentence *declaring the cause* of the school’s being dismissed. But the *Phrase*—having no word making a grammatical connection with the Predicate—is called a *Logical Adjunct*: whereas the *Sentence*—being grammatically connected with its Principal by the Conjunction “because”—is said to be a *Grammatical Adjunct*.

OBS. 2.—An Adjective may consist of

A Word.—The *recitation* hour has arrived.

A Phrase.—The hour *for recitation* has arrived.

A Sentence.—The hour *in which we recite* has arrived.



ADJECTIVE WORDS.

OBS.—Adjectives describe things in two distinct methods :

1. As an ordinary epithet, in which the attribute is not *asserted*, but *implied* or *assumed*.

EXAMPLES.—1. A *sweet* apple. 2. A *few* inhabitants.

2. By *asserting* the attribute with the aid of a Verb or a Participle.

3. The apple *is sweet*. 4. The inhabitants *are few*.

THE FORMS OF ADJECTIVES.

REM. 1.—Many words in the English Language are primitive words, having *forms peculiar* to their Adjective office.

EXAMPLES.—Hard—soft—sour—sweet—good—bad—old—young.

REM. 2.—But most words used as Adjectives are Derivative Words—being formed from Nouns by the addition of suffixes.

EXAMPLES.—Arabian—virtuous—hopeful—masterly—children's.

REM. 3.—Many Adjectives have the same form as the Noun.

EXAMPLES.—A *silver* pencil—a *gold* pen—a *stone* bridge.

NOTE 1.—That form of the Adjective should be used which is in accordance with reputable usage.

OBS. 1.—An Adjective word denoting the *material* of its Substantive, should have the *Substantive* form ; as, a *Gold* Pen, a *Silver* Pencil.

But an Adjective word denoting *resemblance* of the material should have its appropriate Adjective termination ; as, “ *Golden* harvest,” “ *Silvery* tide.”

OBS. 2.—When two or more Adjectives belong to the same Noun, they may—

1. Severally qualify the Substantive only ; or,

2. One Adjective may belong to the Noun as modified by the other.

EXAMPLES.—1. "He was a *tall, athletic, vigorous* man."

2. "Lamartine acted a conspicuous part in the *late French Revolution*."

REM.—"Tall," "athletic," and "vigorous," are Adjectives—each standing in the same relation to the Word "man."

"French" describes or limits "Revolution;" "late" limits "French Revolution."

OBS. 3.—This construction should be distinguished from that in which the Adjective—and not the Adjective and the Noun combined—is modified by an Adverb.

EXAMPLES.—A *very* BEAUTIFUL flower. A *long-neglected* duty.

OBS. 4.—Specifying Adjectives—Possessive or Numeral—may be limited by other Adjectives.

EXAMPLES.—1. "He heard *the* KING's command,

2. And saw *that* WRITING's truth."

3. We gave *two hundred* dollars.

COMPARISON OF ADJECTIVES.

REM.—As things are equal or unequal, similar or dissimilar, we have words indicating those differences.

NOTE 2.—Care should be exercised in the choice of appropriate words to indicate Comparison.

1. COMPARISON OF EQUALITY.

OBS. 1.—Two or more things, similar in any given quality, are compared by the use of the word **As**, placed before the latter term.

EXAMPLES.—1. John is **As** tall *as* James.

2. Warner is not so fair *as* Arthur.

OBS. 2.—The *former* term of the Comparison of Equality may be preceded by *As* or *So*, and sometimes by *Such*. (See Examples above.)

As is used in Affirmative Sentences.

So is used in Negative Sentences. (See Examples above.)

2. COMPARISON OF INEQUALITY.

NOTE 3.—In Comparisons of Inequality, when but two things are compared, the former term requires an Adjective or an Adverb of the *Comparative Degree*.

EXAMPLES.—1. "They are **STRONGER** *than* lions."—*Taylor*.

2. "Their instinct is **MORE PERFECT** *than* that of man."

EXCEPTION.—Some good writers employ the *Superlative*.

EXAMPLE.—"The largest boat of the two was cut loose."—*Cowper*.

OBS. 1.—The second term of Comparison of Inequality is commonly introduced by the word *Than*. (See Examples above.)

OBS. 2.—When the second term is a Substantive Word, *Than* is a Preposition.

EXAMPLE.—"*Than* whom, Satan except, none higher sat."—*Milton*.

OBS. 3.—When the second term is a Sentence, *Than* is commonly a Relative Pronoun or a Conjunction.

EXAMPLES.—1. "He has **MORE** *than* heart could wish."

2. "And there are **LOVELIER** flowers, I ween,
Than e'er in Eastern lands were seen."

(For other Observations on *Than*, see "Conjunctions.")

OBS. 4.—The second term of a comparison may be suppressed when the sense is not thereby obscured.

EXAMPLES.—1. "We both have fed as well."

2. "I have known *deeper* wrongs."

But,

OBS. 5.—When the second term is given it must correspond in construction with the first.

Incorrect.—"The *study* of Greek is more interesting *than* *German*."

Corrected.—"The study of Greek is more interesting *than* the *study* of German—*than that* of German."

NOTE 4.—Adjectives of the Superlative Degree are used when more than two things are compared.

EXAMPLES.—1. "The *richest* treasure mortal times afford is spotless reputation."

2. "Thou art the ruins of the *noblest* man that ever lived."

NOTE 5.—Comparative and Superlative Adjectives require different constructions.

OBS. 1.—The Comparative Degree requires the former term to be excluded from the latter.

EXAMPLE.—*Iron* is more valuable *than all other metals*.

REM.—In this Example "*Iron*" is put as one term of Compari-

son, and "*all other metals*" as the other term—two things are compared. Hence, the Comparative form.

OBS. 2.—The Superlative Degree requires the former term to be included in the latter.

EXAMPLE.—*Iron* is the most valuable of *all the metals*

REM.—Here, "*all the metals*" are taken severally. "*Iron*" is taken from the list, and put in comparison with the many others—more than two things are compared. Hence, the use of the Superlative form.

NOTE 6.—Some Adjectives can not be compared.

EXAMPLE.—John's hoop is much more circular than mine.

Corrected.—John's hoop is much more nearly circular than mine.


NOTE 7.—Double Comparatives and Superlatives are improper.

EXAMPLE.—In the calmest and *most stillest* night.

OBS.—But *Lesser* is often used by good writers.

EXAMPLE.—"The *lesser* co-efficient."—*Davies' Algebra*.

REM.—The Comparison of Adjectives is not commonly absolute, but relative. Thus, in saying, This is the *sweetest* apple, I merely say that this apple possesses a higher degree of the quality than all other apples *with which it is compared*.

 Let the Pupils correct the following

ERRORS.

1. John is not as tall as James.
2. William is so tall as his father.
3. The magnolia is more beautiful as the althoea.
4. William's ball is rounder than mine.
5. Eve was the fairest of all her daughters.
6. Eve was the fairest of all other women.
7. Eve was fairer than all her other daughters.
8. Nellie is the most loveliest of the girls.
9. "Of all other pupils in this school, Arthur is the best speaker."
10. There is no science so practical and so useful as Chemistry.
11. The occupation of the teacher is more important than the lawyer.
12. The cultivation of the heart is no less obligatory than the intellect.

SPECIFYING ADJECTIVES.

NOTE 8.—Specifying Adjectives should be so used as clearly to signify the real intention of the speaker or writer.

REM. 1.—The peculiar province of Specifying Adjectives is to indicate the *individuality* of beings or things. Hence,

OBS. 1.—Specifying Adjectives should be used before Nouns taken in a restricted sense.

- EXAMPLES.—1. "*The* MAN of wealth and pride
Takes up a SPACE that *many* POOR supplied."
2. "He has betrayed *the* CONFIDENCE of *his* FRIENDS."
3. "*The* TRUTH of *that* PROPOSITION is self-evident."

REM. 2.—But Nouns may be restricted by the use of *Phrases*.

- EXAMPLES.—1. "LOVE of *virtue* is exhibited in DEEDS of *charity*."
2. "APPLICATION to *studies* secures EXCELLENCE in *scholarship*."

OBS. 2.—Specifying Adjectives should not be used before Nouns taken in a general sense.

- EXAMPLES.—1. "*Man* needs but little here below."
2. "*Confidence* is a plant of slow growth."

OBS. 3.—Specifying Adjectives should not be used before Proper Nouns.

- EXAMPLES.—*Jackson* was the more skillful general;
Webster, the greater statesman.

REM. 3.—Proper Nouns are rendered *Common* by the use of Specifying Adjectives.

- EXAMPLE.—Lincoln is *the* Washington of the nineteenth century.

NOTE 9.—A Specifying Adjective should be repeated when its omission would occasion ambiguity or obscurity.

OBS. 1.—We properly repeat the Specifying Adjective before two or more Nouns specifically distinct.

- EXAMPLES.—1. Man knows neither *the* day nor *the* hour of his departure.
2. *The* North and *the* South LINES are parallel.

OBS. 2.—We repeat the Specifying Adjective when two or more Nouns are joined in the same construction and taken severally—especially if a part of the Nouns are suppressed.

EXAMPLES.—1. We have sold *the black, the bay, and the white horse.*


2. "*The vain, the wealthy, and the proud,
In folly's maze advance.*"

3. *The first, the third, and the fifth child were sons.*

NOTE 10.—Specifying Adjectives should not be repeated before different Qualifying Adjectives used to describe the same thing, or before different Nouns indicating the same person or thing.

EXAMPLES.—1. "*The North and South line is accurately drawn.*"

2. *Headley was a better orator than historian.*

 Let the Pupils correct the following

ERRORS.

1. Oldest pupil in this class is not wisest.
2. The proper study of the mankind is the man.
3. The North and South lines run east and west.
4. The past and present tense of that verb do not differ in form.
5. The North and the South lines marked on the map are called meridians.

NUMERAL ADJECTIVES.

NOTE 11.—In the use of Adjectives that imply Number, such should be employed as agree in Number with their Nouns.

EXAMPLES.—A book—one book—three books.

This book—that book—some books.

OBS.—But a Noun having two or more Adjectives differing in Number, may agree in Number with the one placed next it.

EXAMPLE.—"*Full many a GEM of purest ray serene.*"

NOTE 12.—When the Adjective is necessarily Singular or Plural, its Noun should agree with it in Number.

EXAMPLES.—1. "*The field is two miles long and one mile broad.*"


2. "*These hands let useful skill forsake—
This voice in silence die.*"

OBS.—*Exception.*—A few Nouns are used technically or figuratively in the Singular Number, with Plural Adjectives.

EXAMPLES.—1. *A hundred head of cattle.* 2. *Fifty sail of the line.*

3. Surveyors use a *four rod chain.*

4. Carpenters use a *ten foot pole.*

 Let the Pupils correct the following

ERRORS.

1. Mary has not been at home this six months.
2. The Ridge road is three rod wider than the Braddock's Bay road.
3. The surveyor's chain is four rod long.
4. Hence it is called a four rods chain.
5. William exchanged three pair of rabbits for ten dozen of eggs.

POSSESSIVE SPECIFYING ADJECTIVES.

RULE 8.—A Noun or a Pronoun in the Possessive Case is used Adjectively.

- EXAMPLES.—1. *Webster's* Dictionary. 2. *Our* neighbor.
 3. The peddler deals in *boys'* caps and *children's* shoes.

EXCEPTION.—Nouns and Pronouns in the Possessive form are sometimes used *Substantively*, and are then in the *Subjective*, in the *Objective*, or in the *Independent* Case.

EXAMPLES.

- Subjective*.... 1. "And they both beat alike—only, *MINE* was the quickest."
Objective..... 2. "He is a friend *of* *MINE*, and lives next door *to* SMITH's."
Independent... 3. "THINE is the kingdom."

OBS. 1.—The sign of the Possessive Case is not always annexed to the name of the Possessor.

1. It may be transferred to an attribute following the name of the Possessor.

- EXAMPLES.—1. The *Pope* of Rome's legate.
 2. "Whether it be owing to the *Author* of nature's *acting* upon us every moment."—*Bp. Butler*.

2. When two or more Possessives, immediately following each other, are alike applicable to the same word, it is attached only to the last.

- EXAMPLES.—1. George, James, and William's father.
 2. A. S. Barnes and Co.'s publications.

OBS. 2.—But the sign of the Possessive should be repeated when one Possessive is used to specify another.

EXAMPLE.—Gould's Adams' Latin Grammar.

OBS. 3.—The sign of the Possessive should be repeated when the Possessives refer to different persons.

- EXAMPLES.—"Heroes' and Heroines' shouts confusedly rise."

NOTE 1.—Possessive Adjectives describe Nouns and Pronouns, by indicating possession, fitness, origin, condition, etc., etc.

EXAMPLES.

1. Boys' caps..... "Boys'" denotes the size of the caps.
2. Webster's Dictionary..... "Webster's" denotes the *origin*.
3. "Heaven's immortal Spring shall yet arrive,
And man's majestic beauty bloom again,
Bright through the eternal year of Love's majestic reign."

OBS. 4.—A Noun or a Pronoun in the Possessive Case is often equivalent to an Adjective Phrase.

EXAMPLES.

1. The *people's* will..... The will of *the people*.
2. *Webster's* Dictionary..... A Dictionary *written by Webster*.
3. *Boys'* caps..... Caps *suitable for boys*.
4. "He heard the *king's* command..... The command of *the king*.
5. And saw that *writing's* truth."..... The truth of *that writing*.

OBS. 5.—But they are not always equivalent.

- EXAMPLES.—1. The love of *virtue*..... is not virtue's love.
2. The desire of *leisure*..... is not leisure's desire.

Hence,

NOTE 2.—Possessive Specifying Adjectives and Adjective Phrases should not be substituted the one for the other when they are not fully equivalent.*

(See Examples above.)

* The laws of interchange of Possessive Adjectives and their kindred Adjective Phrases are as follows:

1. When the Object of the Prepositional Phrase constitutes the *Agent* of an action, state, feeling, etc., *implied* in the Substantive limited, the Phrase and the corresponding Possessive Adjective are equivalent, and, therefore, interchangeable. Thus,

1. The *people's* WILL The WILL of *the people*.
2. The *sun's* RAYS The RAYS of *the sun*.
3. *Webster's* last SPEECH The last SPEECH of *Webster*.

2. When the Object of the Prepositional Phrase constitutes also the Logical *Object* of an action, state, feeling, etc., *implied* in the Substantive limited, the Phrase and the corresponding Possessive Adjective are not equivalent, and, consequently, can not be interchanged. Thus,

Correct.—"The DOCTRINE of *Divine Sovereignty*."

Incorrect.—Divine *Sovereignty's* DOCTRINE.

3. When the Object of the Prepositional Phrase may be the Logical Subject

OBS. 6.—Adjectives derived from Nouns and Pronouns in the Possessive Case, often retain their Substantive character, and may be qualified by other Adjectives.

EXAMPLE.—"He saw *that* WRITING's truth." "That" specifies "writing." He saw the truth of *that* writing.

REM.—This observation is also applicable to other Adjectives derived from Nouns, and to Numeral Adjectives.

EXAMPLES.—1. "A *cast* IRON hinge." "Cast" qualifies "iron;" and "iron" is an Adjective.

2. TWO HUNDRED dollars. "Two" specifies "hundred;" and "hundred," thus modified, limits "dollars."

OBS. 7.—A word in the Possessive form is often used to specify a Phrase.

EXAMPLES.—1. "Upon MR. TALBOT's *being made* Lord Chancellor."

2. "From OUR *being born into* the present world."

OBS. 8.—In constructions like the above, the Possessive sign should not be omitted.

Correct Construction.—"All presumption of DEATH's *being the destruction of living beings*, must go upon the supposition that they are compounded."

Incorrect Construction.—1. "Nor is there so much as any appearance of our LIMBS *being endued with a power of moving*," etc.—*Bp. Butler.*

2. "A fair wind is the cause of a VESSEL *sailing*."

REM.—In the last example, the author intended to say that *wind* is the cause of an act—an act expressed by the word "sailing."

But he makes himself say that *wind* is the cause of a *thing*—a thing named by the word "vessel."

Corrected.—Wind is the cause of a VESSEL's *sailing*.

OBS. 9.—Possessive Adjectives are sometimes qualified by Sentences introduced by Relative Pronouns and by Phrases.

or the Logical Object of the action, state, etc., implied in, the Substantive limited, the use of the Phrase generally occasions ambiguity, and is inadmissible without the addition of some other Element. Thus,

"The love of God shall make their bliss secure."

REM.—This may mean God's love to them or their love to God.

If we intend the former, the ambiguity may be removed by the Phrase *to them*, placed after the word "God;" or, if the latter, by the word *their* in place of the word "the." Thus,

1. The love of God *to them* shall make their bliss secure.

2. *Their* love of God shall make their bliss secure.

- EXAMPLES.—1. "How various **HIS** employments *whom the world calls idle!*"
 2. "I have spoken of **HIS** eminence *as a judge.*"
 3. "Heaven be **THEIR** resource *who have no other but the charity of the world.*"

REM.—It is the Substantive Element in the Possessive Adjective that is thus limited by the Auxiliary Sentence. Thus, "his" is equivalent to "*of him;*" and "*him*" is limited by the Sentence "*whom the world calls idle.*"

POSITION OF THE POSSESSIVE.

OBS. 10.—When the Possessive is used Adjectively, it is placed before the Noun or the Pronoun which it specifies.

- EXAMPLES.—1. The **WIDOW'S** *mile.*
 2. The **CULPRIT'S** *confession.*

OBS. 11.—Like other Specifying Adjectives, it precedes Qualifying Adjectives belonging to the same Noun or Pronoun.

- EXAMPLES.—1. "The **BROOK'S** *bright wave.*"
 2. "The **WIND'S** *low sigh.*"

OBS. 12.—Possessive Adjectives, in addition to their primary office, sometimes introduce Auxiliary Sentences.

- EXAMPLE.—"All are but parts of one stupendous **WHOLE**,
Whose body Nature is, and God the soul."—*Pope.*

REM.—In this Sentence, "*whose*" is an Adjunct of "body," and it is used also to introduce the Adjunct Sentence, "Whose body Nature is."

OBS. 13.—The Possessive Adjective often denotes the agent of an act expressed by a Participle.

- EXAMPLES.—1. "I have an engagement which prevents *my staying* longer with you."
 2. "I allude to *your inviting* me to your forests."—*Pope.*

Who invited me?—*you.*

This observation also applies to Substantives.

- EXAMPLE.—The boy's mistake. *Who* mistook?—the boy.

ADJECTIVES IN PREDICATE.

NOTE 3.—An Adjective, like a Participle, may be used in Predicate with a Verb, when the Verb requires its aid to make the assertion.

- EXAMPLES.—1. "His palsied hand *waxed strong*."
 2. "Canst thou *grow sad* as earth *grows bright*?"
 3. Vanity often *renders* man *contemptible*.
 4. Virtue always *makes* man *happy*.

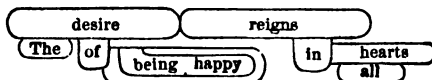
OBS. 1.—Many English Verbs contain the signification of such Adjectives in themselves. Thus,

"Waxed strong".....has its equivalent, *strengthened*.
 "Grows bright"..... " " *brightens*.
 "Makes happy"..... " " *happifies*.

OBS. 2.—But not all Predicate Adjectives have their equivalent Verbs. Thus, for the Predicate "renders contemptible," we have not the Verb, *contemptibleize*.

OBS. 3.—Participles, like Verbs, sometimes require the use of Adjectives to complete the sense. Adjectives thus used are said to be "*in Predicate*."

- EXAMPLES.—1. "The desire of *being happy* reigns in all hearts."

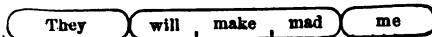


2. Her highest happiness consists in *making* others *happy*.

OBS. 4.—Adjectives may be in Predicate—

1. With Transitive Verbs—Active Voice.

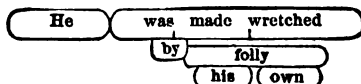
- EXAMPLES.—1. "They'll *make* me *mad*, they'll *make* me *mad*."



2. "The study of science tends to *make* us *devout*."

2. With Passive Verbs.

- EXAMPLES.—1. "He *was made* *wretched* by his own folly."



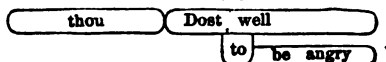
2. "The children *were rendered* *miserable* by the sins of the father."

3. With Neuter and other Intransitive Verbs.

- EXAMPLES.—1. "How *dear* to my heart *are* the scenes of my childhood."
 (See Diagram, p. 444.)

2. "Be not therefore *grieved* nor *angry* with yourselves."

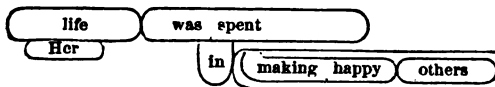
4. With Verbs—Infinitive Mode.

EXAMPLES.—1. "The study of science tends to *make us devout*."2. "Dost thou well to *be angry*?"3. "I own it made my blood *run cold*."

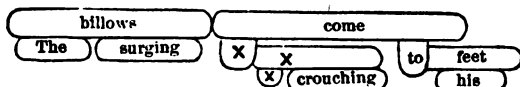
5. With Participles as Adjectives.

EXAMPLE.—"Falling short of this, we can not succeed."

6. With Participles as Verbal Nouns.

EXAMPLES.—1. "Her life was spent in *making others happy*."2. "*Becoming angry* at trifles is indicative of a weak mind."

Obs. 5.—This construction of the Adjective should be carefully distinguished from that in which it is used as a *representative* of an Adverbial Phrase.

EXAMPLES.—1. "Caed entered every day *early* and returned *late*."2. "The surging billows come *crouching* to his feet.""Early".....is substituted for *at an early hour*."Late"....." " *at a late hour*."Crouching" ... " " *in a crouching attitude*.

Hence, "early," "late," and "crouching" are to be parsed—

1. As Adverbs—being used as *representatives* of Adverbial Phrases.2. But in the analysis of these Phrases, these words are to be parsed in their *individual* capacity, as Adjectives, qualifying their Substantives understood.REM.—For Substantives in Predicate, see "*Independent Case*."

FORM.

NOTE 4.—Adjectives used in Predicate should not take the Adverbial form.

EXAMPLES.

Incorrect.—1. William feels *badly* to-night. 2. I feel *sadly*.

3. How *beautifully* it looks! 4. It appears *strangely* to me.

Corrected.—William feels *bad* to-night. I feel *sad*.

How *beautiful* it looks! It appears *strange* to me.

REM.—It will be noticed that the Adjective in Predicate does not *modify* the Verb. It describes the Subject with the aid of the Verb. Hence,

OBS. 1.—Adverbs are not used as a part of the Grammatical Predicate.

OBS. 2.—The Verb used in Predicate with an Adjective is sometimes suppressed.

EXAMPLES.—1. "No position, however *exalted*, could satisfy his ambition."

2. "A man may grow rich by seeming *poor*."

However *exalted* [it may be].

By seeming [to be] *poor*.

POSITION OF ADJECTIVES.

NOTE 5.—Adjectives should be so placed as to clearly represent the sense intended.

OBS. 3.—An Adjective *Word* is commonly placed before its Noun and after its Pronoun: an Adjective *Phrase* or *Sentence* after its Noun or Pronoun.

EXAMPLES.

Word.—1. An *influential* man.

Phrase.—2. A man *of influence*.

Sentence.—3. A man *who possesses influence*.

OBS. 4.—But when an Adjective Word is limited or modified by a Phrase, it is commonly placed after its Noun.

EXAMPLES.—1. "Seest thou a man *diligent in his business*."

2. "Truth, *crushed to earth*, will rise again."

OBS. 5.—When the same word is qualified by two or more Adjectives, the one denoting the most definite quality should be placed next it; and, when one Adjective *specifies* and the other *qualifies*, the Qualifying Adjective is placed next the Noun.

EXAMPLES.—1. An *industrious* young man.

2. A *large* sweet apple.

3. "Sound the *loud* timbrel o'er *Egypt's* dark sea."

NOTE 6.—An Adjective in Predicate is placed immediately after its Verb or Participle.

EXAMPLES.—1. "Which **MAKETH** *glad* the heart of man."

2. "Canst thou **GROW** *sad* as earth **GROWS** *bright*?"

3. "His palsied hand **WAXED** *strong*."

4. "And the eyes of the sleepers **WAXED** *deadly* and *chill*."

5. "How various his employments whom the world **CALLS** *idle*!"

OBS. 1.—*Exception 1*.—When the Verb is Transitive, its Object is sometimes—not always—placed between it and the Adjective in Predicate.

EXAMPLES.—1. "Vanity often **RENDERS** man *contemptible*."

2. "Winter **MAKETH** the light heart *sad*."

OBS. 2.—*Exception 2*.—For the sake of euphony, for emphasis, or for rhythm, the Adjective is sometimes placed before the Verb.

EXAMPLES.—1. "*Hard* **IS** my fate, cried the heart-broken stranger."

2. "*Bloodless* **ARE** these limbs, and cold."

OBS. 3.—This construction should be carefully distinguished from that in which the Adjective qualifies the Object of the Verb.

EXAMPLE.—"But we left **HIM** *alone* with his glory."

EXERCISES IN REVIEW.

PAGE

266.—What is an *Adjunct*?

What may be the *forms* of Adjuncts?

1. "A man *who has talents*, will succeed in business."

Condense this by replacing the *Sentence Adjunct* by a *Phrase*.

Replace the *Phrase* by an equivalent *Word*.

267.—Are all *Adjunct Words*, *Phrases*, and *Sentences* interchangeable?

What *Elements* of *Sentences* may be affected by *Adjuncts*?

268.—How are *Adjuncts* of *Substantives* to be parsed?

How are *Logical Adjuncts* commonly construed?

270.—Repeat **RULE 7**.—Make *Sentences* to illustrate.

271.—In what distinct methods do *Adjectives* describe *Substantives*?

Is a *Word* used *Adjectively* in one *Sentence*, always an *Adjective*?

Wherein do *Adjectives* commonly differ *in form* from *Substantives* of similar signification?

PAGE

272.—Repeat NOTE 1.—Make Sentences to illustrate.

What Adjectives are commonly used in *Comparisons of Equality*?

What Word introduces the second term of the Comparison?
Supply the proper Words omitted in the following Sentences:

2. "Anna is—tall as Clarissa."
3. "Rachel is not—tall as Mary."

Repeat NOTE 2.—Make Sentences to illustrate Obs.

273.—What Word introduces the second term of a *Comparison of Inequality*?

4. "Della is taller—Isabella, but not fairer—Helen."

Supply the proper Words in the above Sentence.

Repeat Note 4.—Make Sentences to illustrate.

Correct the following Sentences, and give proper authority for each criticism.

See Note 5, and Observations.

5. "Shakspeare is more faithful to the true language of Nature than any writer."—*Blair*.
6. "Cibber grants it to be a better poem of its kind than ever was written."—*Pope*.
7. "The Christian religion gives a more lovely character of God than any religion ever did."—*Murray*.
8. "Of all *other* nations, ours has the best form of government. It is, of all *others*, that which most moves us."—*Sheridan*.

275.—Repeat NOTE 7.—Make Sentences to illustrate.

By Notes 8, 9, or by the Observations.

9. "Northern Spy is fine specimen of *an* apple."
10. "Lawrence is abler mathematician than *a* linguist."
11. "The highest title in the State is that of *the* Governor."
12. "Organic chemistry treats of the animal and vegetable kingdom."
13. "The north and south poles are indicated on the map."
14. "Mary, widow of the late Col. Clark, and *the* mother of the Governor, resides with us."
15. "Substitutes have three Persons; the First, Second, and the Third."—*Pierce's Grammar*.
16. "In some cases we can use either the Nominative or Accusative, promiscuously."—*Adams' Latin Grammar*.
17. "I donbt his capacity to teach either the French or English languages."

18. "The passive and neuter verbs I shall reserve for some future consideration."—*Ingersoll's Grammar*.
19. "*E* has a long and short sound."—*Bicknell's Grammar*.
20. "The perfect participle and imperfect tense ought not to be confounded."—*Murray*.

276.—By Note 10.

21. "There is, however, another, and a more limited sense."
22. "Novelty produces in the mind a vivid and an agreeable emotion."—*Blair*.
23. "Jewell, the poet and the professor of English literature, has criticised it."

By Note 11.

24. "I have not been in London *this* five years."
25. "If I had not left off troubling you about *those* kind of things."
26. "They are *these* kind of gods which Horace mentions."
27. "Many things are not *that* which they appear to be."

By Note 12.

28. "The wall is ten *foot* high."—*Harrison's Grammar*.
29. "A close prisoner, in a room twenty *foot* square."—*Locke*.
30. "These verses consist of two *sort* of rhymes."—*Formey*.
31. "'Tis for a thousand *pound*."—*Cowper*.

277.—Repeat RULE 8.—Make Sentences to illustrate.

Correct the following errors by Obs. 1, 2, 3, 4.

32. "I have neither *John* nor *Eliza's* books."—*Nixon*.
33. "James relieves neither the boy nor the girl's distress."
34. "Which, for *distinction* sake, I shall put down severally."
35. "King *James* translators merely revised former translations."

243.—Repeat NOTE 1.—Make Sentences to illustrate.

244.—Repeat NOTE 2.—Make Sentences to illustrate.

Correct the following errors by Obs. 6, 7, 8.

36. "The General in the army's name, published a declaration."—*Hume*.
37. "The bill passed the Lord's house, but failed in the Commons."
38. "It is curious enough that this sentence of the Bishop is, itself, ungrammatical."—*Cobbett's Grammar*.
39. "We should presently be sensible of the melody suffering."
40. "This depends on their being more or less emphatic, and on the vowel-sound being long or short."
41. "Whose principles forbid *them* taking part in the administration of the government."—*Liberator*.

247.—Repeat NOTE 3.—Make Sentences to illustrate.

248.—Repeat NOTE 4.—Make Sentences to illustrate.

Correct the following errors :

42. "The group of little misses appeared most lovely and *beautif-fully*."
43. "Heaven opened *widely* her everlasting gates."
44. "The poor girl feels very *badly* about it."—*Hawley*.
45. "The sight appeared *terribly* to me."
46. "Did not Lois look most *beautifully* at the lecture?"

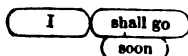
ADVERBS.

RULE 9.—Adverbs belong to Verbs, to Adjectives, and to other Adverbs which they modify.

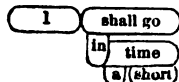
OBS. 1.—An Adverb may consist of a *Word*, a *Phrase*, or a *Sentence*.

EXAMPLES.

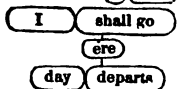
Word.—1. I shall go *soon*.



Phrase.—2. I shall go *in a short time*.



Sentence.—3. I shall go *ere day departs*.



OBS. 2.—An Adverb may modify a *Word*, a *Phrase*, or a *Sentence*.

EXAMPLES.

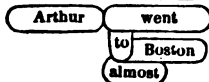
1. William studies *diligently*.

"Diligently" modifies a *Word*.



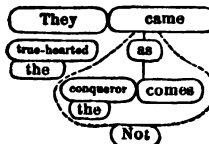
2. Arthur went *almost* to Boston.

"Almost" modifies a *Phrase*.



3. "Not as the conqueror comes, They, the true-hearted, came."

"Not" modifies a *Sentence*.



ADVERBIAL WORDS.

NOTE 1.—In the use of Adverbs, that form should be adopted which is in accordance with the best authority.

OBS. 1.—Most Adverbs are *derivative words*, and are generally formed by adding *ly* (formerly written *lie*—a contraction of *like*) to its Primitive.

EXAMPLES.—1. A *just* man will deal *justly*.

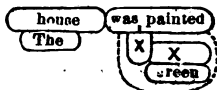
2. A *foolish* man will act *foolishly*.

OBS. 2.—When an Adjective supplies the place of an Adverb, *by representation*, the Adjective form should be retained.

EXAMPLES.

1. The house was painted *green*.

2. Open thy mouth *wide*.



Expanded.—1. The house was painted *with green paint*.

2. Open thy mouth *to a wide extent*.

"*Green*" and "*wide*" are Adverbs by representation.

OBS. 3.—This construction should be carefully distinguished from that of Adjectives in Predicate.

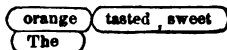
EXAMPLES.

Correct.—1. The orange *tasted sweet*.

2. Velvet *feels smooth*.

3. Some *deemed* him wondrous *wise*.

4. The grass looks *green*.



Incorrect.—1. The orange *tasted sweetly*.

2. Velvet *feels smoothly*.

3. Some *deemed* him wondrous *wisely*.

4. The grass looks *greenly*.

OBS. 4.—The words which Adverbs properly modify are sometimes suppressed.

EXAMPLE.—"Thou canst but add one bitter woe

To those [] *already there*."—Which are *already there*.

OBS. 5.—Adverbs sometimes supply the place of Verbs which they modify.

EXAMPLES.—1. "*Back* to thy punishment, false fugitive."—Go *back*.

2. "*I'll away* to the pleasant land."—I'll *go away*.

OBS. 6.—Many words, commonly used as Adverbs, often take the place of Nouns, and become *Pronouns*.

EXAMPLES.—1. Till *then*—for till *that time*.

2. From *thence*—for from *that place*.

3. And I have made a pilgrimage from *far*.—*Hosmer*.

OBS. 7.—Participles become Adverbs whenever they indicate the manner of an action or modify a quality.

EXAMPLES.—1. " 'Tis strange, 'tis *passing* strange."

2. "A virtuous household, but *exceeding* poor."

3. "Boulah's cheeks grew *burning* red."

OBS. 8.—But most Participial Adverbs have the suffix *ly* added.

EXAMPLES.—1. "He spoke *feelingly* on that subject."

2. "She conducted herself most *lovingly* throughout."

OBS. 9.—Or they become Adverbs by *representation*.

EXAMPLES.—1. "Now it mounts the wave,

And rises, *threatening*, to the frowning sky."

2. "The surging billows and the gambolling storms
Come, *crouching*, to his feet."

"Come" in a "*crouching*" attitude. (See Obs. 2, above, also p. 22.)

OBS. 10.—A few words, commonly employed as Prepositions, are sometimes used Adverbially.

EXAMPLES.—1. "Thou didst look *down* upon the naked earth."

2. "And may, at last, my weary age
Find *out* the peaceful hermitage."

3. "Master Sir Philip, you may come *in*."

NEGATIVE ADVERBS.

NOTE 2.—But one Negative Word or Particle should be used in asserting a negative proposition. For,

OBS. 1.—Two Negatives applied to the same act or quality generally make it affirmative.

EXAMPLES.—1. "Not without cause."

2. "Such occurrences are *not* *unfrequent*."

OBS. 2.—Negative Prefixes in derivative words have the same force as Negative Adverbs.

EXAMPLES.—1. "He was *not* *unmindful* of his obligations."

2. "Such expressions are *not* *inelegant*."

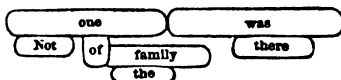
REM.—Such expressions have not always the full force of the corresponding affirmative assertions, but serve to negative the negative assertion.

OBS. 3.—(a) Negative Adverbs are used primarily to modify Verbs.

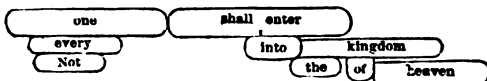
EXAMPLES.—1. "They *wept* **not**."—"Not" modifies "*wept*."

(b) To modify Adjectives.

2. *Not one* of the family was there.

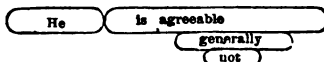


3. "Not every one that saith unto me, 'Lord ! Lord !' shall enter into the kingdom of heaven."

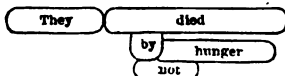


(c) To modify other Adverbs—Words, Phrases, or Sentences.

Word.—4. He is *not generally* agreeable.



Phrase.—5. "They died *not by hunger, or lingering decay*,
The steel of the white man hath swept them away."



Sentence.—6. "Not as the conqueror comes,*
They, the true-hearted, came."
(See Diagram, p. 287.)

* The influence of the Negatives, *not*, *neither*, etc., is often exerted on Nouns, Phrases, and whole Sentences. And, generally, when a Negative occurs in connection with other Adjuncts, the influence of the Negative reaches the whole proposition, including the other Adjuncts. Thus, in Example 6, "*not*" modifies the phrase, "*by hunger or lingering decay*." And in Example 7, "*not*" negatives the sentence "*as the conqueror comes*."

Let the word "not," in sentences 6 and 7, be parsed by a devotee of those systems of grammar that ignore the etymological offices of Phrases and of Sentences. Will he not also "ignore" common sense? Does "not" modify "died?" Then they are still living!

OBS. 4.—The responsive words *yes, yea, no, nay*, are independent in construction.

POSITION OF ADVERBS.

NOTE 3.—The Position of Adverbs should be such as most clearly to convey the sense intended.

OBS. 1.—Adverbs which modify Verbs generally precede a single Verb in Predicate.

- EXAMPLES.—1. "Man *naturally* **SEEKS** his own happiness."
 2. "Then, when I am thy captive, **TALK** of chains."

OBS. 2.—When the Predicate consists of more than one word, the Adverb is commonly placed after the first word in Predicate.

- EXAMPLES.—1. "We **CAN** *not* **HONOR** our country with too deep a reverence."
 2. "I **HAVE** *always* **BEEN** an admirer of happy human faces."
 3. "I **WILL** *never* **LEAVE** thee **NOT** **FORSAKE** thee."

OBS. 3.—Adverbs modifying Adjectives are placed before their Adjectives.

- EXAMPLES.—1. "The *very* **RICH** man can never be *truly* **HAPPY**."
 2. "The selfish man can never be *truly* **POLITE**."

EXCEPTION.—The word *enough*, used Adverbially, is commonly placed after its Adjective ; as, "It is *good enough* for me."

OBS. 4.—Adverbs are placed before other Adverbs which they modify.

- EXAMPLES.—1. "*How* **LIGHTLY** mounts the muse's wing."
 2. "*Too* **LOW** they build, who build beneath the stars."
 3. "Ralph's mill is driven *partly* **BY** **WATER** and *partly* **BY** **STEAM**."
 4. "They died *not* **BY** **HUNGER** **NOR** **LINGERING** **DECAY**."
 5. "Some work *only* **FOR** **PLEASURE**."


OBS. 5.—Adverbial Phrases are commonly placed after the words which they modify.

- EXAMPLES.—1. "There **CAME** *to the beach* a poor exile of Erin."
 2. "Time **SLEPT** *on flowers* and **LENT** his glass *to Hope*."

OBS. 6.—Adverbial Sentences are commonly placed after the words which they modify.

- EXAMPLES.—1. "The firmament grows **BRIGHTER** with every golden grain,
As handful after handful falls on the azure plain."
 2. "And I am **GLAD** *that he has lived thus long.*"

REM.—To the above rules for the Position of Adverbial Elements there are numerous exceptions. No specific rules can be given which will always be applicable. The judgment and taste of the writer are required to decide as to the Position of all the Elements of Sentences.

 Let the Pupils correct the following

ERRORS.

1. "A Christian should always act benevolent."
2. The fields look greenly.
3. Some of the pupils looked sadly, and others looked gladly.
4. Never bestow your favors grudging.
5. Every one that runs a race shall not win the prize.
6. Every one that does not run a race shall win the prize.
7. I have been always a lover of children.
8. Some only work for pleasure. (So they never *play* for pleasure?)
9. That hat was expressly made for me.
10. "The comparative degree can only be used in reference to two objects."
—*Brown's Grammar*, p. 140.
11. "Most men dream, but *all* do not."—*Beattie's Mor.*, Sec. 72.
12. "But *every* man is *not* called James."—*Buchanan's Grammar*, p. 15.
13. "I do *not* think I can *tell*."—*Many Pupils*.
14. "Some people *only* work for pleasure."
15. "I have *not* seen *none* of your books."
16. "Ernest feels *happily* to-night."
17. "I *never* will disturb my quiet with the affairs of state."
18. The day was pleasant *very*, and the wind fair *exceedingly*.

SPECIAL CAUTIONS.

(1) In forming Complex Sentences, be careful to apply the *Negative* to the right Verb.

EXAMPLES.

Incorrect.—I do *not think* I can tell.

Corrected.—I think I *can not tell*.

(2) Do not use an Adjective Word for an Adverb.

EXAMPLES.

Incorrect.—Since her late sickness she does *not hear good*.

Corrected.—Since her late sickness she does *not hear well*.

(3) Avoid the use of the Adjective "*such*" for the Adverb "*so*."

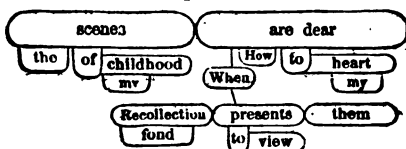
EXAMPLE.

Incorrect.—I have not seen *such* a good boy in this school.

Corrected.—I have not seen *so* good a boy.

EXERCISES IN ANALYSIS AND PARSING.

*"How dear to my heart are the scenes of my childhood,
When fond Recollection presents them to view."*



ANALYSIS.

PRINCIPAL ELEMENTS { The *Subject*....."Scenes" } INTRANSITIVE
 { The *Predicate*....."Are dear." } SENTENCE.

ADJUNCTS { Of the *Subject*..... { "The".....A *Word*.
 { "Of my childhood".....A *Phrase*.
 { Of the *Predicate*... { "How".....A *Word*.
 { "To my heart".....A *Phrase*.
 { "When fond Recollection presents them to view." } A *Sentence*.

PARSED BY THE CHART.—MODEL.

- "How".....An Element in the Sentence—Adjunct—Primary—Word—Adverb—of Degree. (Repeat RULE 9.)
- "Dear".....An Element in the Sentence—Principal Part—"in Predicate"—Adjective. (Repeat NOTE 3 to Rule 7.)
- "To my heart".....An Element in the Sentence—Adjunct—Phrase—Adverbial—Prepositional—Intransitive. (Repeat RULE 9.)
- "Are".....An Element in the Sentence—Principal Element—in Predicate—Verb—Indicative Mode—Present Tense—agreeing in Person and Number with "scenes." (Repeat RULE 2.)
- "The".....An Element in the Sentence—Adjunct—Word—Adjective—Specifying—Pure. (See RULE 7.)
- "Scenes".....An Element in the Sentence—Principal Part—Subject—Word—Noun—Common—Third Person—Plural Number—Subjective Case. (Repeat RULE 1.)

- "Of my childhood" { An Element in the Sentence—Adjunct—Phrase—
Adjective—Prepositional—Intransitive. (Repeat
RULE 7.)
- "When fond Recollection presents them to view" { An Element in the Principal Sentence—Adjunct
— Sentence — Adverbial — Simple — Transitive.
(Repeat RULE 9.)

REM. 1.—For the analysis of the Phrases, "To my heart," and "Of my childhood," see p. 185.

REM. 2.—The Auxiliary Sentence, "When fond Recollection presents them to view," may now be analyzed by the above formula, as a distinct Sentence.

PARTICIPLES.

RULE 10.—A Participle has the same construction as the "part of speech" for which it is used.

REM.—Participles may be used in every "Part of Speech." (See p. 124.)

I. PARTICIPLES USED AS NOUNS.

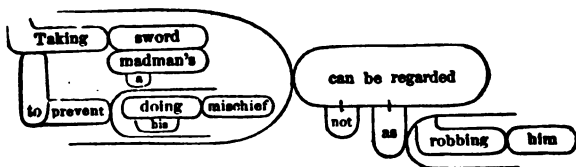
NOTE 1.—A Participle used as a Noun may be—

1. The Subject of a Sentence.

EXAMPLES.—1. "The *beginning* of strife *is* as when one letteth out water."

2. "The *plowing* of the wicked *is* sin."

3. "Taking a madman's sword to prevent his *doing mischief*,
CAN NOT BE REGARDED AS *robbing him*."



2. The Object of a Verb.

4. "I DOUBTED *his having been a soldier*."

5. "While you strive to BEAR *being laughed at*."

6. "Taking a madman's sword to PREVENT *his doing mischief*
can not be regarded as robbing him."

3. The Object of a Preposition.

7. "In the *beginning*."
8. "Poverty turns our thoughts too much *UPON* the *supplying* of our wants: Riches *upon* *ENJOYING* our superfluities."
—Addison.
9. "Taking a madman's sword to prevent his doing mischief, can not be regarded as *robbing him*."

NOTE 2.—A Participle used as a *Noun*, *i. e.*, as the name of an action, retains its Verbal character, and may be followed by an Object when it is the leader of a Participial Phrase.

EXAMPLES.—1. "They could not avoid *GIVING offence*."

2. "Its excesses may be restrained without *DESTROYING its existence*."

3. *RECEIVING goods*, known to be stolen, is a criminal offence.

4. We have succeeded in *MAKING a beginning*.*

OBS.—A Participle, being the Leader of a Participial Phrase, often has its Subject suppressed.

REM.—In Sentence 1, above, "they" is the *implied* agent of the action expressed by "giving."

In Sentences 2 and 3, the agents of "destroying" and of "receiving" are neither expressed nor implied.

In Sentence 4, "we" is the implied Subject of "making."

NOTE 3.—The agent of an action expressed by a Participle is sometimes expressed, and should be in the *Possessive Form*.

EXAMPLES.—1. "We have heard of *his* *GOING* to the Falls."

2. "I doubted *his* *HAVING BEEN* a soldier."

3. "Mr. Burton objected to his *son's* *JOINING* the army."

NOTE 4.—The sign of the Possessive Case of Nouns and Pronouns, used as the Logical Subjects of Participles, should not be omitted.

* "Giving offence" is a Substantive Phrase—Object of the Verb "avoid." "Giving" is the Leader of the Phrase. "Offence" is the Subsequent—Object of "giving."

In Sentence 4, "Making a beginning" is a Substantive Phrase—Object of the Preposition "in." "Making" is the Leader of the Participial Phrase; "beginning" is the Subsequent—Object of "making." (See also the preceding diagram.)

EXAMPLES.

Improper Construction.—1. "A fair wind is the cause of a vessel sailing."

2. He opposed *me* going to college.

Corrected.—1. A fair wind is the cause of a vessel's sailing.

2. He opposed *my* going to college.

OBS. 1.—The Logical Subject of a Participle may be in the Objective Case *only as the Object of a Preposition*.

EXAMPLES.—1. "The **FLOWING** of the *wicked* is sin."

2. "By the **CROWING** of the *cock*, we knew that morning was nigh."

REM.—"*Cock*" is the Object of the Preposition "of," and is therefore in the Objective Case. But it is also the Agent of the Action implied in the word "crowing;" and is, therefore, the Logical Subject of the Verbal Noun, "crowing."

OBS. 2.—Phrases thus used as Adjuncts of Participles are sometimes equivalent to Possessive Specifying Adjectives, and, therefore, are interchangeable.

EXAMPLES.—1. The crowing of the *cock*.—The *cock's* crowing.

2. "We listened to the singing of the *children*."
We listened to the *children's* singing.

OBS. 3.—The Definitive, *the*, should be placed before a Verbal Noun whose Logical Subject is the Object of the Preposition *of*.

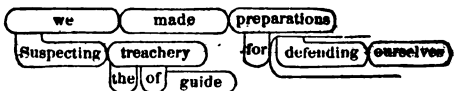
EXAMPLE.—"The **FLOWING** of the *wicked* is sin."

OBS. 4.—The Definitive, *the*, should not be placed before a Verbal Noun whose Logical Subject is in the Possessive Case.

EXAMPLE.—"You object to *my* **FLOWING** the garden so early."

NOTE 5.—A Participle used to introduce a *Participial Phrase*, has the same construction as the Phrase which it introduces.

1. "*Suspecting the treachery of our guide*, **WE** made **PREPARATIONS** for defending ourselves from any hostile attacks."



Here "*suspecting*" and "*defending*" are Participles, each used to introduce a Participial Phrase; but

"*Suspecting the treachery of our guide*" shows a condition of "we." Hence, an Adjective Phrase.

"Suspecting" describes "we," by expressing, incidentally, an act of "we." Hence, a Verbal Adjective.

"*Defending ourselves*" is a Participial Phrase—Object of the Preposition "for." Hence, a Substantive Phrase.

"*Defending*" is the name of an act, Object of the Preposition "for." Hence, a Verbal Noun.

2. *Suspicious* of the treachery of our guides, we made preparations for defence.

"*Suspicious*" describes "we," by expressing a condition or state of "we." Hence, an Adjective.

"*Defence*" is a name, Object of the Preposition "for." Hence, a Noun.

II. PARTICIPLES USED AS ADJECTIVES.

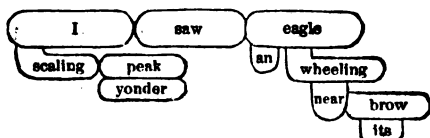
NOTE 6.—A Participle used as an Adjective belongs to a Noun or a Pronoun which it describes; and may be modified by Adverbs.

EXAMPLES.—1.

"Whose visages

Do cream and mantle like a *STANDING* pond.

2. "*Scaling yonder peak*, I saw an *EAGLE*
Wheeling near its brow."*



3. "We saw it *plunging* 'mid the billowy strife,
And *dashing* madly on to fearful doom."

OBS.—The Participle, used as an Element in an Independent Phrase, may be suppressed when the sense is not thereby rendered obscure.

* "*Scaling yonder peak*" is a Phrase—Adjunct of "I;" hence, *Adjective*. "*Wheeling near its brow*" is a Participial Phrase—Adjunct of "eagle;" hence, *Adjective*. "*Near its brow*" is a Prepositional Phrase—Adjunct of "wheeling;" hence, *Adverbial*.

In Sentence 3, "'Mid the billowy strife" is an Adjunct of "plunging." "Madly," and "on," and "to fearful doom," being Adjuncts of "dashing," are *Adverbs*.

EXAMPLES.—1. "Thus talking, hand [] in hand, alone they passed On to their blissful bower."—Hand *being* in hand.

2. "Now, *man to man* and *steel to steel*,
A chieftain's vengeance thou shalt feel."
Man being opposed to man.

REM. 1.—It should be remarked, that such omissions of Participles occur only when they have Adjuncts.

REM. 2.—In analyzing and parsing such Adjuncts, it is necessary to restore the Participles to which they belong. Thus, "in hand" is a Phrase—Adjunct of *being*, understood; hence, an Adverbial Phrase. "To man" is an Adjunct of *being opposed*, understood.

III. PARTICIPLES USED AS ADVERBS.

NOTE 7.—Participles used Adverbially, belong to Verbs, to Adjectives, or to Adverbs, which they modify.

EXAMPLE.—'Tis strange! 'tis *PASSING* strange.

OBS.—Participles are seldom used Adverbially without the termination *ly*.

EXAMPLE.—"He *spoke* *FEELINGLY* on that subject."

IV. PARTICIPLES USED AS PREPOSITIONS.

NOTE 8.—A Participle used as a Preposition shows a relation of its object to the word which its Phrase qualifies.

EXAMPLE.—"He *said* nothing *CONCERNING* his temporal affairs."

OBS.—The young scholar often finds it difficult to determine whether a Participle is used as a Preposition or as an Adjective. His difficulties on this subject will vanish when he recollects that—

1. *A Participle used as a Preposition does not relate to a Noun or to a Pronoun—it generally introduces an Adverbial Phrase.*

2. *A Participle used as an Adjective always relates to a Noun or to a Pronoun—it generally introduces an Adjective Phrase.*

V. PARTICIPLES USED IN PREDICATE WITH VERBS.

NOTE 9.—A Participle used in Predicate asserts an act, being, or state, and may be modified by Adverbs.

EXAMPLE.—"We are *anxiously* *EXPECTING* to hear from William."

NOTE 10.—In the use of Participles in Predicate, the proper modification should be used.

1. When an action is to be predicated of the Subject, *i. e.*, when the Subject performs the act, the Active Participle should be used.

EXAMPLES.—1. *Henry is RECITING his lesson.*

2. *People are building the church.*

2. When the Subject is to be represented as receiving the action, the Passive Participle should be used

EXAMPLES.—1. *Henry's lesson is BEING RECITED.*

2. *The church is being built.* (See pp. 212-13.)

NOTE 11.—The Participial Phrase should not be employed when the use of the Infinitive Phrase would be more elegant.

EXAMPLES.—1. "If the case stands thus, 'tis dangerous *drinking*."

Better.—If the case stands thus, 'tis dangerous *to drink*.

2. "It deserves *remarking*."—*Harris's Hermes*.

Better.—It deserves *to be remarked*.

3. "He refused *complying* with the regulations."

Better.—He refused *to comply* with the regulations.

NOTE 12.—The Participial Phrase should be used in preference to a Sentence, or any other more complicated construction, which would express the same idea.

EXAMPLES.

Sentence.—1. *As I was scaling yonder peak, I saw an eagle, which was wheeling near its brow.*

Participial Phrase.—*Scaling yonder peak, I saw an eagle wheeling near its brow.*

REM.—These Sentences are both grammatically correct; but the latter gives the sentiment fully, and has the advantage of being more concise, and is therefore to be preferred.

OBS.—The Logical Subject of a Participle may be suppressed only when the construction is sufficiently clear without it.

EXAMPLES.

Incorrect.—1. "Having resigned his commission, the company was disbanded."

Incorrect.—2. "Counting the women and the children, the company was ascertained to be too large for the accommodations."

Correct.—1. (a) *He* having resigned his commission, the company was disbanded. (See p. 209, Obs. 1.)


or (b) The captain having resigned his commission, the company was disbanded.

2. (c) On counting the women and the children, the company was found to be too large for the accommodations.

or (d) The women and the children being counted, the company was found to be too large for the accommodations.

or (e) Counting the women and the children, we found that the company was too large for the accommodations.

EXERCISES IN REVIEW.

 Let the *errors* in the following Sentences be corrected by a proper application of the NOTES and OBSERVATIONS under RULE 9.

1. "It requires no nicety of ear as in the distinguishing of tones, or measuring time."—*Sheridan*.
2. "He mentions Newton's *writing* of a commentary."
3. "The cause of their salvation does not so much arise from their embracing of mercy, as from God's exercising of it."
4. "Those who accuse us of denying of it, belie us."—*Bentley*.
5. "In the choice they had made of him for restoring of order."
6. "The Governor's veto was *writing* while the final vote was *taking* in the Senate."
7. "To prevent *it* bursting out with open violence."—*Robertson*.
8. "This must prevent any regular proportion of *time* being settled."—*Sheridan*.
9. "The compiler proposed *publishing* that part by itself."—*Adams*.
10. "Artaxerxes could not refuse *pardonning* him."—*Goldsmith*.
11. "They refused *doing* so."—*Harris*.
12. "*Entering* the cars, the seats were found to be all occupied."

THE INFINITIVE VERB.

RULE 11.—A Verb in the Infinitive Mode is the Object of the Preposition *to*, expressed or understood.

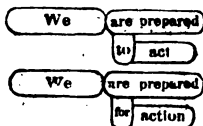
REM.—A Verb in the Infinitive Mode is commonly used as a Subsequent of an Infinitive Phrase. Hence, it is an Element, not in a Sentence, but in a Phrase.

OBS. 1.—In its office, the Infinitive Verb is always Substantive, generally expressing the *name* of an act, being, or state.

EXAMPLES.

We are prepared to act.

Equivalent.—We are prepared for action.



OBS. 2.—The Infinitive Verb is never used as a *grammatical* Predicate; hence, it has no grammatical Subject. But it is often the *logical* Predicate of a Noun or a Pronoun, which may be in the Subjective or in the Objective Case.

EXAMPLES.—1. We love to *study*.

2. We requested *him* to *speak*.

REM.—“*We*,” the *grammatical* Subject of “love,” is also the *logical* Subject of “*study*.”

“*Him*,” the *grammatical* Object of “requested,” is the *logical* Subject of “*speak*.”

NOTE 1.—The Preposition *to* is generally suppressed before Infinitive Verbs following the Verbs *bid*, *but*, *dare*, *feel*, *hear*, *let*, *make*, *need*, *see*, and sometimes *behold*, *have*, *help*, *know*, *observe*, *perceive*, and some others.

EXAMPLES.—1. “I plunged in and **BAD** him *follow*.”

2. “He **DARES** not *touch* a hair of Catiline.”

3. “LET me *hear* thy voice *awake*.”

4. “Clara **HELPED** me *work* that problem.”

5. “I can not **BUT** *suspect* that she assisted Cora too.”

6. “I would not **HAVE** you *go* to-day.”

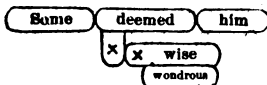
7. “Necessity **COMMANDS** me *name* myself.”

OBS. 3.—The Infinitive Verb, with its Preposition, is often suppressed.

EXAMPLES.

1. “Some deemed him wondrous wise.”

2. “Intemperance makes a man [] a fool.”

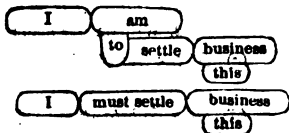


OBS. 4.—The Infinitive is sometimes elegantly used for other Modes.

EXAMPLES.

1. “I am to settle this business.”—Arthur.

Equivalent.—I must settle this business.



Obs. 5.—The Preposition *to* should not be replaced by the Conjunction *and*.

Incorrect.—Try *and* do as well as possible.

Corrected.—Try *to* do as well as possible.

THE INFINITIVE PHRASE.

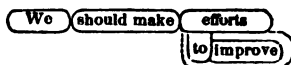
Obs. 6.—The Infinitive Verb with its Preposition constitutes an Infinitive Phrase, and may be construed as a *Substantive*, an *Adjective*, or an *Adverb*.

EXAMPLES.

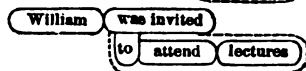
1. "*To be*, contents his natural desire."



2. We should make efforts *to improve*.



3. William was invited *to attend lectures*.



Obs. 7.—An Infinitive Phrase, used Substantively, may be—

(a) The *Subject* of a Sentence.

1. "*To be able to read well*, is a valuable accomplishment."

(b) The *Object* of a Preposition.

2. "We were ABOUT *to retire*."

3. "Be so kind AS *to place that in diagram*."

(c) A *Logical Adjunct*.

4. "It is our duty *to make good use of our time*."

REM.—In the opinion of most grammarians, the Verbs *love*, *desire*, *wish*, *expect*, and some others, take Infinitive Verbs after them as *Objects*. (See p. 242.)

Obs. 8.—An Infinitive Phrase, used Adjectively, may be the *Adjunct*—

(a) *Of the Subject of a Sentence*.

1. "A constant PURPOSE *to excel* marked his whole career."

(b) *Of the Object of a Sentence*.

2. William has made EFFORTS *to improve* in speaking.

(c) *Of the Object of a Phrase*.

3. "He arrived in TIME *to give his vote*."

(d) *Of a Substantive in Predicate*.

4. That is the BUSINESS next *to be done*.

OBS. 9.—An Infinitive Phrase, used Adverbially, may be the Adjunct—

(a) *Of a Verb in Predicate.*

1. Will you ALLOW me to place this in diagram?

(b) *Of an Adjective in Predicate.*

2. We are READY to depart.

(c) *Of an Adverb.*

3. We were too late to take the cars.

OBS. 10.—The Infinitive, like other Phrases, is sometimes independent in construction.

EXAMPLE.—“And, to be plain with you, I think you more unreasonable than he.”

OBS. 11.—The Infinitive Phrase often follows the Words *as* and *than*.

EXAMPLES.—1. “An object so high *as* TO BE INVISIBLE.”

2. “He said nothing further *than* TO GIVE an apology for his vote.”

REM.—In the above and similar examples, *as* and *than* are to be regarded as Prepositions, having for their Objects the Infinitive Phrases following. In like manner it sometimes follows other Prepositions.

EXAMPLE.—We are *about* TO RECITE. (See OBS. 7, above.)

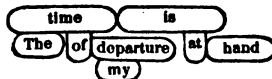
PREPOSITIONS.

RULE 12.—A Preposition shows a relation of its Object to the word which its Phrase qualifies.

OBS. 1.—The Object of a Preposition may be—

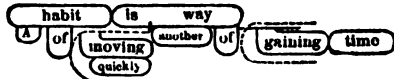
1. *A Word.*

“The time of my departure is AT hand.”



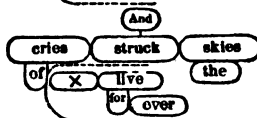
2. *A Phrase.*

“A habit of moving quickly is another way of gaining time.”



3. *A Sentence.*

“And cries of ‘Live forever’ struck the skies.”



OBS. 2.—A Word, a Phrase, or a Sentence, being the Object of a Preposition, is, in its office, *Substantive*. (See “departure,” “hand,” “moving quickly,” “gaining time,” and “Live forever,” in the previous Examples.)

OBS. 3.—Pronouns which follow Prepositions as their Objects of relation should have the Objective form.

REM.—For Exceptions, see p. 179.

OBS. 4.—Words commonly used as Adjectives or Adverbs, often become Objects of Prepositions, and are then properly parsed as Substantives, in the Objective Case.

- EXAMPLES.**—1. “He has faded from earth like a star from on *high*.”
 2. John is a friend of *mine*.
 3. “*As yet* the trembling year is unconfirmed.”

OBS. 5.—The antecedent term of the relation expressed by a Preposition, is sometimes understood.

EXAMPLE.—“O refuge
 Meet for fainting pilgrims [] on this desert way.”*

OBS. 6.—Prepositions introducing Substantive and Independent Phrases, have no Antecedents.

- EXAMPLES.**—1. “*As for* me and my house, we will serve the Lord.”
 2. “And, *on the whole*, the sight was very painful.”—*Todd*.
 3. “O *for* a lodge in some vast wilderness.”—*Cowper*.

OBS. 7.—The consequent term of relation may be—

- A Word.*—“He stood before the *people*.”
A Phrase.—“Time, spent in *receiving impertinent visits*.”
A Sentence.—“And cries of ‘*Live forever*’ struck the skies.”.

OBS. 8.—The consequent term of relation—Object—is sometimes understood.

* In the above and similar examples, the ellipsis of the antecedent word need not be supplied in parsing, unless the sense plainly requires it. But the Phrase may be parsed as qualifying the word which its Antecedent would qualify, if expressed.

“Which *hung its purple o’er* his path to heaven.”

Here the Phrase “to heaven” properly modifies *leading*, or a word of similar office, understood. But “leading,” modified by this Phrase, would qualify “path.” Hence, the Phrase “to heaven”—as a *representative* of the whole Phrase, “leading to heaven”—may be attached to “path.”

EXAMPLES.—1. "And the waves are white below* []."

2. "These crowd around [] to ask him of his health."

PREPOSITIONS OMITTED.

REM.—Elegance or conciseness in style determines the omission, in speaking and writing, of many words not necessary to complete the sense, yet necessary to complete the grammatical construction. Perhaps no class of words are thus suppressed more frequently than Prepositions. Hence,

NOTE.—A Preposition may be omitted when the sense is not thereby obscured.

OBS. 9.—Prepositions should generally be omitted before Subsequents denoting *time*, *value*, *direction*, *extent*, or before Subsequents placed between Transitive Verbs and their Objects.

EXAMPLES.—1. I visited Rochester three times last week:—*at three times, in last week.*

2. I paid him one dollar for his knife:—*with one dollar.*

3. William came home last night, having rode night and day the whole distance:—*to his home, on last night—during night and day—throughout the whole distance.*

4. "The wall is four feet high, and forty rods long:"—*high to the extent of four feet—long to the distance of forty rods.*

5. Mary gave [] me a rose:—*Mary gave a rose to me.*

6. I sold [] Mr. Shepard my wheat:—*sold wheat to Shepard.*

7. William has gone *from* home to-day—he will come [] home to-morrow—*to his home.*

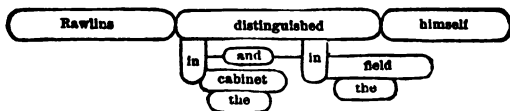
OBS. 10.—When two or more Subsequents, connected in construction, have the same Preposition in common, the Preposition should not be repeated.

EXAMPLES.—We passed through Rochester and Syracuse and Utica, on our way to Albany and New York.

OBS. 11.—But when two or more *Phrases*, combined in construction, limit the same word, the Preposition should be repeated.

* Many grammarians call these Prepositions *Adverbs*, without giving a proper explanation. They are Prepositions, having their Objects understood. But, as the Phrases of which they form parts are always used Adverbially, the Prepositions—as *representatives* of their Phrases—are Adverbs. Hence, when thus used, each Preposition performs a double office—Prepositional, as leader of the Phrase—Adverbial, as representative of the Phrase.

EXAMPLE.—General Rawlins distinguished himself *in the cabinet* and *in the field*.



Here, *and* connects Phrases.

REM.—Both good taste and accuracy of expression should decide when such suppression of Prepositions should be allowed.

OBS. 12.—Double Prepositions are sometimes allowed.

EXAMPLES.—1. "*Out of* every grove the voice of pleasure warbles."

2. "There can be no question *as to* which party must yield."

OBS. 13.—But two Prepositions must not be used (except for euphony), when one of them will fully express the sense intended.

EXAMPLES.—1. "*Near to* this dome is found a path so green:"—near this dome.

2. "Not *for to* hide it in a hedge:"—not to hide it.

OBS. 14.—**POSITION.**—The proper place for a Preposition is (as its name implies) before the Phrase it introduces.

EXAMPLES.—"In *dread*, in *danger*, and alone,
Famished and chilled *through ways* unknown."

OBS. 15.—But, by the poets, it is often placed after its Object.

EXAMPLE.—"From peak to peak, the rattling *craags among*,
Leaps the live thunder."

OBS. 16.—And sometimes in colloquial style.

EXAMPLE.—"You will have no mother or sister to go *to*."

REM.—This idiom is inelegant, and not to be recommended.

OBS. 17.—A Preposition commonly indicates the office of the Phrase which it introduces.

EXAMPLE.—See page 167.

OBS. 18.—Many words commonly used as Prepositions are sometimes employed, not as Elements of Phrases, but as Word-Elements in Sentences. These are commonly Adverbs.

EXAMPLES.—1. "Come *on*, my brave associates."

2. "Lift *up* thy voice like a trumpet."

3. "*Down, down*, the tempest plunges on the sea."

4. "And the mad waves rise *up* to buffet it."

NOTE 1.—Care should be exercised in the choice of Prepositions.

OBS. 1.—The particular Preposition proper to introduce a given Phrase depends—

1. Usually on the word which the Phrase is to qualify.
2. Sometimes on the Object of the Phrase.

EXAMPLES.

Accommodate <i>to</i> .	Die <i>by</i> violence.	Compliance <i>with</i> .
Accord <i>with</i> .	" <i>of</i> a disease.	Conformable <i>to</i> .
Accuse <i>of</i> .	Diminish <i>from</i> .	Difficulty <i>in, with</i> .
Acquainted <i>with</i> .	Dissent <i>from</i> .	Eager <i>in, for</i> .
Ask <i>of</i> a person.	Insist <i>upon</i> .	Need <i>of</i> .
" <i>for</i> a thing.	Made <i>of</i> a thing.	True <i>to</i> .
Bestow <i>upon</i> .	" <i>by</i> a person.	Value <i>upon, of</i> .
Boast <i>of</i> .	" <i>in</i> a place.	Worthy <i>of</i> .
Concur <i>with, in</i> .	Abhorrence <i>of</i> .	
Differ <i>from</i> .	Agreeable <i>to</i> .	

OBS. 2.—When the second term of a comparison is expressed by a Phrase—

After a *Superlative*, the Preposition *of* is commonly used.

After a *Comparative*, the Preposition *than* is commonly used.

EXAMPLES.—Grammar is the most interesting *of* all my studies.

Grammar is more interesting *than* all my other studies.

OBS. 3.—When the second term of a *Comparison of Equality* is a Noun or a Pronoun, the Preposition *as* is commonly used—sometimes *like* is used.

EXAMPLES.—1. "He hath died to redeem such a rebel *as me*."—*Wesley*.

2. "An hour *like this* may well display the emptiness of human grandeur."

OBS. 4.—Some writers improperly substitute the words *for* and *with* for *as*.

EXAMPLE.—"It implies government of the very *same* kind *with that* which a master exercises over his servants."—*Bishop Butler*.

Better.—Of the very same kind *as* that.

OBS. 5.—A Preposition and its Subsequent constitute a Phrase, generally constituting an Adjective or an Adverbial Adjunct.*

* In the analysis of a Sentence, a Phrase contained in it is to be parsed, first, as one distinct Element in the structure of its Sentence; then the Phrase is to be analyzed, and each of its distinct Elements pointed out. (See pp. 184-5.)

Scholars often find it difficult to determine the Antecedent term of a relation

EXAMPLES.

Adjective Element.—1. "The KING of Shadows loves a shining mark."

Adverbial Element.—2. "Time SLEPT on flowers, and LENT his glass to Hope."

CONJUNCTIONS.

RULE 13.—Conjunctions connect Words, Phrases, and Sentences, or introduce Sentences.

EXAMPLES.

Words..... 1. "In the beginning, God created the HEAVEN and the EARTH."

Phrases..... 2. "To GIVE GOOD GIFTS and TO BE BENEVOLENT, are often different things."

Sentences... 3. "Thou art perched aloft on the beetling crag,
And the waves are white below."

OBS. 1.—Words connected by Conjunctions have a similar construction.

EXAMPLES.—1. "God created the *heaven* AND the *earth*."

2. "Time *slept* on flowers, AND *lent* his glass to Hope."

3. "A *great* AND *good* man has fallen."

REM.—"Heaven" and "earth" are alike Objects of "created."
"Slept" and "lent" are Predicates of "Time." "Great" and "good" describe "man."

OBS. 2.—But they have not necessarily similar modifications.

EXAMPLE.—"Every teacher *has* AND *must have* his own particular way of imparting knowledge."—*McElligott*.

REM.—"Has" and "must have" are Predicates of "teacher"—but they are not of the same Mode.

OBS. 3.—Phrases and Sentences used as Elements in the structure of a Principal Sentence, have a similar construction when connected by Conjunctions.

expressed by a Preposition—examples sometimes occur in which the relation of the Object of a Preposition seems to exist, not to any word, but to the whole Sentence. Generally, however, this question can be settled by ascertaining *which word is qualified by the Phrase* introduced by a Preposition—that word is the Antecedent term of relation.

EXAMPLE.—"A *flood* of glory *bursts* FROM all the *skies*."

REM.—Here the Phrase "of glory" specifies "flood;" hence, "flood" is the Antecedent term of the relative expressed by "of;" and the Phrase is Adjective.

"From all the skies" modifies "bursts;" hence, "bursts" is the Antecedent term; and the Phrase is Adverbial.

- EXAMPLES.—1. "He served his country *in the cabinet AND in the field.*"
 2. "To eat AND to sleep constitute the sum of his employments."
 3. "While I am his AND he is mine,
 I'm ever safe from ill."

OBS. 4.—But Conjunctions may introduce Principal Sentences, without connecting them to any Word or Sentence in construction.

- EXAMPLES.—1. "And who says this?"
 2. "That I have taken this old man's daughter is most true."
 3. "And I am glad *that* he has lived thus long."

OBS. 5.—Conjunctions introducing Adjunct Sentences connect their Sentences to the Word modified by such Auxiliaries.

- EXAMPLES.—1. "And, if I sought,
 Think'st thou no other *could be brought?*"
 2. "As ye journey, sweetly sing."
 3. "How dear to my heart *are* the scenes of my childhood,
 WHEN fond recollection presents them to view."

(See Diagram, p. 293.)

OBS. 6.—But Auxiliary Substantive Sentences are simply introduced by Conjunctions.

- EXAMPLES.—1. "THAT all men are created equal, is a self-evident truth."
 2. "He knew not THAT *the chieftain lay*
Unconscious of his son."

(See Diagram, p. 243.)

OBS. 7.—The *Position* of Sentences often determines their connection, without the use of Conjunctions.

- EXAMPLES.—1. "The time may come *you need not run.*"—Thomson.
 2. "Milton! thou shouldst be living at this hour—
 [For] England hath need of thee."
 3. "But Brutus says, *he was ambitious.*"

OBS. 8.—Auxiliary Adjective Sentences are commonly introduced by Relative Pronouns and by Possessive Adjectives derived from them.

- EXAMPLES.—1. "He who *filches from me my good name,*
 Robs me of that WHICH *not enriches him.*"
 2. "Lo the poor Indian, *whose untutored mind*
Sees God in clouds or hears him in the wind."
 3. "Thou hadst a voice *whose sound was like the sea.*"

OBS. 9.—Conjunctions that introduce Auxiliary Adverbial Sentences, and some others, indicate the offices of the Sentences which they introduce.

If, Unless, etc., indicate *condition*. *As, When, Before*, etc., indicate *time*. *For, Hence, Therefore*, etc., indicate an *inference* or *cause*. *But, Yet, Nevertheless*, etc., indicate *restriction* or *apposition*. *Nor, Neither*, etc., indicate a *negation*.

EXAMPLES.—1. “*If sinners entice thee*, consent thou not.”

2. “*Speak of me as I am*—nothing extenuate,
Nor set down aught in malice.”

3. “*Then, when I AM THY CAPTIVE*, talk of chains.”

4. “*I go, but I return.*”

EXCEPTION.—The Conjunction *when* may introduce an Adjective Sentence that limits a Noun indicating *time*.

EXAMPLE.—Do you remember the TIME *when Lee surrendered to Grant*?

EXCEPTION.—The Conjunction *where* may introduce an Adjective Sentence that limits a Noun indicating *place*.

EXAMPLE.—Is there some favored SPOT *where mortals weep no more*?

CAUTION.—The words *where* and *when* are often improperly used for the Phrase *in which*.

Incorrect.—“A limited monarchy is a government *where* the powers and duties of the monarch are limited by a constitution.”

Corrected.—A limited monarchy is one *in which* the powers and duties of the monarch are limited by a constitution.

OBS. 10.—Conjunctions may be omitted only when the connection is sufficiently clear without them.

EXAMPLES.—1. “Unnumbered systems, [] suns, and worlds,
Unite to worship thee;

2. While thy majestic greatness fills
Space, [] Time, [] Eternity.”

OBS. 11.—The Adverb “*how*” is sometimes improperly used instead of the Conjunction “*that*.”

EXAMPLE.—“She tells me *how*, with eager speed,
He flew to hear my vocal reed.”—*Shenstone*.

OBS. 12.—Conjunctions sometimes introduce the remnant of a Sentence.

EXAMPLE.—*Though* [] *afflicted*, he is happy.

OBS. 13.—*Position*.—The proper place for a Conjunction is before the Sentence which it introduces, and between the Words or Phrases which it connects.

EXAMPLE.—“And there lay the rider, *distorted AND pale*,
With the *dew* on his brow AND the *rust* on his mail.”

OBS. 14.—But in Complex Sentences, the Conjunction introducing the Principal Sentence is commonly placed first, and that introducing the Auxilliary Sentence immediately following.

EXAMPLE.—“AND *when* its yellow *lustre* smiled
O'er mountains yet untrod,
Each MOTHER HELD aloft her CHILD
To bless the bow of God.”

But to this rule there are exceptions.

CORRESPONDING CONJUNCTIONS.

OBS. 15.—Many Conjunctions correspond to Adverbs, to Prepositions, and to other Conjunctions.

Asso “*As* is the mother, *so* is the daughter.”
Soas “*Mary* is not *so* cheerful *as* usual.”
Bothand “*Both* good *and* bad were gathered in one group.”
Either.....or..... “*Either* you mistake, *or* I was misinformed.”
Not.....nor “Prepositions should *not* be inserted *nor* omitted contrary to general usage.”
Neithernor “*Neither* Alice *nor* Caroline has been here to-day.”
Whether...or..... “I care not *whether* you go *or* stay.”
Sothat..... “He called *so* loud *that* all the hollow deep.”
Suchthat..... “My engagements are *such* *that* I can not go.”
Ifthen “*If* you will take the right, *then* I will go to the left.”
Not only ...but also..... “She was *not only* vain, *but also* extremely ignorant.”
Though ...yet..... “*Though* man live a hundred years, *yet* is his life as vanity.”
Because ...therefore ... “*Therefore* doth my Father love me, *because* I lay down my life.”

REM.—The Antecedent corresponding word is sometimes expletive.

OBS. 16.—Double Conjunctions are sometimes used.

EXAMPLES.—1. “*As though* he had not been anointed with oil.”

2. “*And yet*, fair bow, no fabling dreams,
But words of the Most High
Have told why first thy robe of beams
Was woven in the sky.”

OBS. 17.—But they may not be used when one of them would fully express the connection.

EXAMPLE.—“There would be no doubt *but that* they would remain.”

The word “*but*” is unnecessary and improper.

✎ Let the Pupils correct the following

ERRORS.

1. William is not as cheerful as usual.
2. Either you mistake, else I was misinformed.

3. Neither wealth or fame render a man happy.
4. Prepositions should not be inserted or omitted contrary to general usage.
—*Kent*, p. 435.
5. I can not doubt but that Robert will return.

EXCLAMATIONS.

RULE 14.—Exclamations have no dependent construction.

OBS.—Exclamations may be followed by Words, Phrases, or Sentences.

EXAMPLES.—1. "O Scotia! my dear, my native soil."

2. "Woe! woe! to the riders that trample thee down."

3. "O that I could again recall

My early joys, companions all!"

WORDS OF EUPHONY.

NOTE.—Words of Euphony are, in their offices, chiefly rhetorical.

REM.—The Principles of Euphony are much required in the structure of all languages; for Euphony, words are altered in form, position, and office—and they are, for Euphony, created or omitted.

OBS.—Euphony allows—

1. The Transposition of Words in a Sentence.

EXAMPLE.—"From peak to peak, the rattling *crags* *among*,
Leaps the live thunder."

2. The omission of a letter or syllable.

EXAMPLE.—"Hark! 'tis the breeze of twilight calling."

3. The substitution of one letter for another.

EXAMPLES.—1. Collect, for *Conlect*.

2. Syllogism, " *Sunlogism*."

3. Immigrant, " *Inmigrant*."

4. The addition of a letter, syllable, or word.

EXAMPLE.—"It was his bounden duty thus to act."

5. A word to be separated into parts, and another word inserted between them.

EXAMPLE.—"How much *sooner* we may feel their force."

6. A word to be used not in its ordinary office.

EXAMPLES.—1. "And there lay the steed with his nostril *ALL wide*."

2. "The more I see of this method, *THE better* I like it."

POSITION.

NOTE.—Words of Euphony should be placed in their appropriate connection.

OBS. 1.—In the following Examples this principle is violated :

1. "To think of others, and not *only* of himself."

Here "only" is used to render "himself" emphatic. A better position would be—"and not of himself *only*."

2. "Joyous Youth and manly Strength and stooping Age are *even* here."

Better.—Joyous Youth and manly Strength and *even* STOOPING AGE are here.

3. "When our hatred is violent, it sinks us *even* beneath those we hate."

Better.—It sinks us beneath *even* THOSE WE HATE.

OBS. 2.—A Word *repeated* in the same connection is to be regarded as a word of Euphony.

EXAMPLES.—"Down! *down!* the tempest plunges on the sea."

"For life! *for life*, their flight they ply."

GENERAL RULES.

1. In constructing a Sentence, such Words should be chosen as will most clearly convey the sense intended—regard being had also to variety and other principles of taste.

2. In expressing Complex ideas, judgment and taste are to be exercised in the use of Phrases and Sentences, when they may equally convey the sense.

3. That Modification of Words should be adopted which is in accordance with the most reputable usage.

4. The relative *Position* of Words, Phrases, and Sentences should be such as to leave no obscurity in the sense.

5. Involved Complex Sentences should not be used when Simple or Independent Sentences would better convey the sense.

PART IV.

PROSODY.

DEF. 1.—That part of the Science of Language which treats of utterance, is called **Prosody**.

OBS.—Utterance is modified by *Pauses*, by *Accent*, and by the laws of *Versification*.

PAUSES.

DEF. 2.—**Pauses** are cessations of the voice in reading or speaking.

OBS. 1.—Pauses are { Rhetorical and
Grammatical.

OBS. 2.—*Rhetorical Pauses* are useful chiefly in arresting attention. They are generally made after or immediately before emphatic words.

They are not indicated by marks.

EXAMPLES.—There is a calm for those who weep,
A rest for weary pilgrims found.

OBS. 3.—*Grammatical Pauses* are useful—in addition to their Rhetorical effect—in determining the sense.

They are indicated by

MARKS OF PUNCTUATION.

They are—

The Comma..... ,	The Period..... .
The Semicolon ;	The Interrogation... ?
The Colon :	The Exclamation ... !
The Dash —	

OBS. 4.—In its Rhetorical office,

The Comma requires a short pause in reading.

The Semicolon, a pause longer than the Comma.

The Colon, a pause longer than the Semicolon.

The Period requires a full pause.

The Dash, the Marks of Exclamation and Interrogation, require pauses corresponding with either of the other marks.

REM.—In the use of Marks of Punctuation, good writers differ; and it is exceedingly difficult for the Teacher to give Rules for their use that can be of general application.

The following Rules are the most important:

COMMA.

RULE 1.—When more than two words of the same construction occur consecutively, the Comma should be repeated after each.

EXAMPLES.

Correct.—1. "Veracity, justice, and charity are essential virtues."

2. "There is such an exactness in definition, such a pertinence in proof, such a perspicuity in his detection of sophisms, as have been rarely employed in the Christian cause."—*B. B. Edwards.*

Incorrect.—3. "The dripping rock the mountain's misty top
Swell on the sight and brighten with the dawn."

4. Fame wisdom love and power were mine.

OBS.—*Exception.*—The Comma is not placed between an Adjective and its Noun, although preceded by other Adjectives of the same construction.

EXAMPLES.

Correct.—1. "David was a brave, martial, enterprising prince."

2. "With that dull-rooted, callous impudence."

Incorrect.—3. "The tall, dark, mountains and the deep-toned sea."

Ah! how unjust to Nature and himself

Is thoughtless thankless inconsistent, man!

RULE 2.—The parts of a Complex Sentence should be separated by a Comma, *when the Auxiliary precedes the Principal Sentence.*

EXAMPLES.

Correct.—1. "Where wealth and freedom reign, contentment fails."

2. "If thine enemy hunger, feed him; if he thirst, give him drink."

Incorrect.—3. "When the cock crew he wept."

4. "As ye journey sweetly sing."

RULE 3.—An Adjunct Phrase or Sentence, *used to*

express an incidental fact, and placed between the parts of the Principal Sentence, is separated by Commas.

EXAMPLES.

Correct.—1. "The grave, *that never spoke before*,
Hath found, *at length*, a tongue to chide."

Incorrect.—2. "Truth, crushed to earth will rise again."

3. "Rise sons of harmony and hail the morn."

EXCEPTION.—But when an Adjunct Phrase or Sentence which is indispensable in perfecting the sense, immediately follows the word which it qualifies, the Comma should not intervene.

EXAMPLES.

Correct.—1. "Every one *that findeth me*, shall slay me."

2. "Let school-taught pride dissemble all it can."

Incorrect.—3. "The fur, that warms a monarch, warmed a bear."

RULE 4.—Words, Phrases, and Sentences thrown in between the parts of a Principal Sentence are separated by Commas.

EXAMPLES.

Correct.—1. "Go, *then*, where, *wrapt in fear and gloom*,
Fond hearts and true are sighing."

2. "Now, *therefore*, I pray thee, let thy servant abide."

Incorrect.—3. "It is a clear lake the very picture *ordinarily* of repose."

RULE 5.—A Phrase or a Sentence used as the Subject of a Verb, requires a Comma between it and the Verb.

EXAMPLES.

Correct.—1. *To do good to others*, constitutes an important object of existence.

2. *That we are rivals*, does not necessarily make us enemies.

Incorrect.—3. "That all men are created equal is a self-evident truth."

"His being a minister prevented his rising to civil power."

RULE 6.—Words used in direct address should be separated by a Comma.

EXAMPLES.

Correct.—1. "Thou, whose spell can raise the dead,
Bid the prophet's form appear."

Incorrect.—2. "Samuel raise thy buried head
King behold the phantom seer!"

RULE 7.—Adjunct Sentences, Phrases, and sometimes

Words, not in their natural position, should be separated by a Comma.

EXAMPLES.

Correct.—1. "Into this illustrious society, he whose character I have endeavored feebly to portray, has, without doubt, entered."

2. "He, like the world, his ready visits pays,
Where Fortune smiles."

Incorrect.—3. "To him who in the love of Nature holds
Communion with her visible forms
She speaks a various language."

OBS.—An Independent Phrase should be separated from its Sentence by a Comma.

Correct.—"Thus talking, *hand in hand*, alone they passed."

Incorrect.—"Captain Smith, having gone to see his wife, desires the prayers of the congregation for his safe return."

SEMICOLON.

RULE 8.—The Semicolon is used at the close of a Sentence which, by its terms, promises an additional Sentence.

EXAMPLES.

Correct.—1. "The Essayists occupy a conspicuous place in the last century; but, somehow, I do not feel disposed to set much store by them."

Incorrect.—2. "It thunders but I tremble not
My trust is firm in God."

3. "Wisdom is better than rubies,
It can not be gotten for gold."

OBS.—By many writers, the Semicolon is used to separate short Sentences which have not a close relation to each other.

EXAMPLES.

Correct.—1. "He was a plain man, without any pretension to pulpit eloquence, or any other accomplishment; he had no gift of imagination; his language was hard and dry; and his illustrations, homely."

Incorrect.—2. "I had a seeming friend I gave him gifts and he was gone
I had an open enemy I gave him gifts, and won him—
The very heart of hate melteth at a good man's love."

COLON.

RULE 9.—The Colon is used at the close of a Sentence, when another Sentence is added as a direct illustration or inference.

EXAMPLES.

Correct.—1. "Let me give you a piece of good counsel, my cousin; follow my laudable example: write when you can: take Time's forelock in one hand and a pen in the other, and so make sure of your opportunity."

Incorrect.—2. "The wicked flee, when no man pursueth but the righteous, are bold as a lion."

REM.—The Colon is not much used by late writers—its place being supplied by the Semicolon, the Dash, or the Period.

PERIOD.

RULE 10.—The Period is used at the close of a complete or independent proposition.

OBS.—The Period is also used after initial letters and abbreviations.

EXAMPLES.

Correct.—J. Q. Adams, LL.D., M. C.

Incorrect.—A S Barnes and Co 51 John St N Y.

DASH.

RULE 11.—The Dash is used to indicate—

1. An abrupt transition.
2. An unfinished sentence.
3. Succession of particulars.

EXAMPLES.

Correct.—1. "They met to expatiate and confer on state affairs—to read the newspapers—to talk a little scandal—and so forth—and the result was—as we have been told—considerable dissipation."—*Wilson's Burns*.

Incorrect.—2. "To me the 'Night Thoughts' is a poem on the whole most animating and delightful amazingly energetic full of the richest instruction improving to the mind much of it worthy of being committed to memory some thoughts obscure extravagant tinged occasionally with flattery."

OBS. 1.—The Dash is often used instead of the Parenthesis.

EXAMPLE.—"As they disperse they look very sad—and, no doubt they are so—but had they been, they would not have taken to digging."

OBS. 2.—Many modern writers use the Dash in place of the Semicolon and the Colon—and sometimes with them.

EXAMPLE.—"Ye have no need of prayer;—
Ye have no sins to be forgiven."—*Sprague*.

EXCLAMATION.

RULE 12.—The mark of Exclamation is used after a Word, Phrase, or Sentence whose prominent office is to express sudden or intense emotion.

EXAMPLES.

- Correct.*—1. "Hark! a strange sound affrights mine ear."
 2. "To arms!—they come!—the Greek, the Greek!"
Incorrect.—3. "O my coëvals, remnants of yourselves."
 4. "Poor human ruins tottering o'er the grave."

INTERROGATION.

RULE 13.—The mark of Interrogation is used after a Word, Phrase, or Sentence by which a question is asked.

EXAMPLES.

- Correct.*—1. "Why is my sleep disquieted?"
 2. "Who is he that calls the dead?"
Incorrect.—3. "Is it for thee the lark ascends and sings."
 4. "What pleasing study cheats the tedious day."

REM.—When the Interrogation or Exclamation is used, the Comma, Semicolon, Colon, or Period is omitted.

GRAMMATICAL AND RHETORICAL SIGNS.

OBS.—the signs used in writing are—

1. The Apostrophe '	8. Inflections { Rising . . . '
2. The Quotation " "	{ Falling . . . '
3. The Hyphen -	{ Circumflex ^
4. The Bracket []	9. Measures { Long . . . —
5. The Parenthesis ()	{ Short . . . ~
6. References * †	10. Caret ^
7. The Brace { }	11. Dieresis ¨
	12. Index ☞
	13. Section §
	14. The Paragraph ¶

DEF. 3.—The **Apostrophe** (') is used to indicate the omission of a letter, and to change a Noun into a Possessive Specifying Adjective.

- EXAMPLES.—1. "Hearts from which 'twas death to sever;
 2. Eyes, this world can ne'er restore."
 3. "How lightly mounts the Muse's wing."

DEF. 4.—The **Quotation** (" ") is used to inclose words taken from some other author or book.

EXAMPLE.—"Southey, among all our living poets," says Professor Wilson, "stands aloof and 'alone in his glory.'"

REM.—A Quotation quoted is indicated by single marks.

EXAMPLE.—(See the latter part of the last Example.)

DEF. 5.—The **Hyphen** (-) is used between two elements of a compound word.

EXAMPLES.—Money-market—ink-stand—black-board.

REM.—It is also used at the end of a line, when the word is not finished. (See this Rem.)

DEF. 6.—The **Bracket** [] is used to inclose a letter or mark given as an explanatory example, or a Word, Phrase, or Sentence thrown in by a reviewer, and not a part of the original sentence.

EXAMPLE.—"Mr. Secor found means to have Mr. Butler recommended to him [Lord Talbot] for his chaplain."

DEF. 7.—The **Parenthesis** () is used to inclose a Phrase or Sentence explanatory of, or incidental to, the main Sentence.

EXAMPLE.—"Come, my Ambition! let us mount together,
(To mount Lorenzo never can refuse,)
And from the clouds where pride delights to dwell,
Look down on earth."

REM.—Modern writers often use the Dash for the same purpose.

EXAMPLE.—"The monotony of a calm—for the trade-wind had already failed us—was agreeably relieved yesterday by the neighborhood of two ships, etc."—*Malcolm*.

DEF. 8.—**References** (* † ‡ §) direct attention to notes at the margin or the bottom of the page.

REM.—The letters of the Latin or Greek alphabets, and sometimes figures, are used for the same purpose.

DEF. 9.—The **Brace** ({}) is used to include many species in one class.

EXAMPLE.—Adjectives are distinguished as { Qualifying,
Specifying,
Verbal.

REM.—By the old poets, the Brace was also used to join the lines of a triplet.

DEF. 10.—**Inflections** (' ^) indicate elevations or depressions of the key-note in reading.

EXAMPLES.—“Do you go to Albany'?” “I go to Utica^.”

DEF. 11.—**Measures** { (-) indicates the long sound of a Syllable, as hāte, mēte, nōte.
(^) indicates the short sound of a Syllable, as hăt, mět, nőt.

DEF. 12.—The **Caret** (^) is used between two Words, to indicate the place of words omitted and placed above the line.


EXAMPLES.—“The proper study ^{of mankind} ^ is man.”

DEF. 13.—**Dieresis** (..) is placed over the second of two vowels, to show that they belong to different syllables.

EXAMPLES.—Preëmption.—Coëval.—Reëdicate.

OBS.—The Hyphen is sometimes placed between the vowels for a similar purpose.

EXAMPLES.—Co-operate.—Re-educate.

DEF. 14.—The **Index** () is used to point out a word or sentence considered worthy of special notice.

DEF. 15.—The **Section** (§) marks the divisions of a chapter or book.

DEF. 16.—The **Paragraph** (¶) is used when a new subject of remark is introduced.

REM.—The sign of the Paragraph is retained in the Holy Scriptures; but in other compositions the Paragraph is sufficiently indicated by its commencing a new line on the page.

DEF. 17.—**Accent** is a stress of voice placed on a particular syllable in pronouncing a word.

DEF. 18.—**Emphasis** is a stress of voice placed on a particular word in a sentence.

OBS.—This mark is indicated—

1. In manuscript, by a line drawn under the emphatic word.
2. On a printed page, by the use of *Italic* letters—CAPITAL letters are used to indicate words still more emphatic.

COMPOSITION.

DEF. 19.—**Composition**—as the word implies—is the art of *placing together* words so as to communicate ideas.

PROSE AND VERSE.

In **Prose Composition**, Words and Phrases are arranged with a primary reference to the *sense*.

In **Verse**, the Sound and Measure of Words and Syllables determine their position.

OBS.—Among the various kinds of Prose Compositions may be mentioned the following :

Narrative, Descriptive, Didactic, Historical, Biographical.

VERSE.

DEF. 20.—**Verse** consists of words arranged in measured lines, constituting a regular succession of accented and unaccented Syllables.

OBS.—Verse is used in Poetry. The different kinds of Poetry are—

<i>Lyric,</i>	<i>Charade,</i>	<i>Sonnet,</i>
<i>Dramatic,</i>	<i>Ballad,</i>	<i>Pastoral,</i>
<i>Epic,</i>	<i>Epigram,</i>	<i>Elegiac,</i>
<i>Didactic,</i>	<i>Epitaph,</i>	<i>Madrigal.</i>

DEF. 21.—**Lyric Poetry** is—as its name imports—such as may be set to music. It includes the “Ode” and the “Song.”

OBS. 1.—Lyric Poetry is of three kinds, the Ode, the Hymn, and the Song.

OBS. 2.—The *Ode* is generally longer than the other kinds of Lyric Poetry, and is often irregular in its structure.

FAMILIAR EXAMPLES.—“Alexander’s Feast,” by *Dryden*.
 “Ode on the Passions,” “ *Collins*.
 “Immortality,” “ *Wordsworth*.

☞ Let the Pupil give other Examples.

OBS. 3.—The **Hymn** is shorter, and is arranged in regular stanzas adapted to sacred worship.

FAMILIAR EXAMPLES.—“The Psalms and Hymns” in general use in Christian congregations.

OBS. 4.—The **Song** is also short, but is more varied in its stanzas, and is adapted to secular uses.

FAMILIAR EXAMPLES.—“Irish Melodies,” by *Moore*.

“Songs,” “*Barry Cornwall*.”

☞ Let the Pupil give other Examples.

REM.—English Lyric Poetry makes use of Rhyme exclusively.

DEF. 22.—**Epic Poetry** is a historical representation—real or fictitious—of great events.

REM.—**Epic Poetry** may employ either rhyme or blank verse.

EXAMPLES.—*Rhyme*.—“Lady of the Lake,” by *Scott*.

“Curse of Kehama,” “*Southey*.”

Blank Verse.—“Paradise Lost,” “*Milton*.”

“Course of Time,” “*Pollok*.”

☞ Let the Pupil give other Examples.

DEF. 23.—**Dramatic Poetry** is a poem descriptive of scenes, events, or character, and is adapted to the stage.

OBS.—It includes { The Tragic and
The Comic.

EXAMPLES.—*Tragic*.—“Othello,” by *Shakespeare*.

Comic.—“All’s Well that Ends Well,” by *Shakespeare*.

☞ Let the Pupil give other Examples.

DEF. 24.—**Didactic Poetry** is that style adapted to the inculcation of science or duty.

EXAMPLES.—“Pleasures of the Imagination,” by *Akenside*.

“Art of Preserving Health,” “*Armstrong*.”

☞ Let the Pupil give other Examples.

DEF. 25.—The **Charade** is a short poem, usually in a Lyrical form, containing a *Riddle*.

DEF. 26.—An **Epigram** is a witty poem, short, and generally abounding in ludicrous expressions.

EXAMPLE.—"Swans sing before they die; 'twere no bad thing
Should certain persons die before they sing."

DEF. 27.—An **Epitaph** is a poetic inscription to the memory of some departed person.

EXAMPLE.—"Underneath this stone doth lie
As much beauty as could die,
Which in life did harbor give
To more virtue than doth live."—*Jonson*.

DEF. 28.—**Elegiac Poetry** is that species used to commemorate the death of some person.

EXAMPLES.—"Lycidas," by *Milton*.
"Elegy," "Gray."

DEF. 29.—The **Sonnet** is a poem devoted to the development of a single thought, in rhyming verse of a peculiar structure, and generally of fourteen lines.

DEF. 30.—The **Madrigal** is a Lyric poem of an amatory nature, and of a lively species of verse.

DEF. 31.—**Pastoral Poetry** relates to rural life, and is generally a song.

EXAMPLES.—"Rural Sports," by *Gay*.
"The Falls of the Passaic," by *Irving*.

DEF. 32.—The **Ballad** is a Lyric poem, of a Narrative cast, in a simple or rude style of composition.

EXAMPLE.—"Battle of Brunnenberg," by *Ferris*.

VERSIFICATION.

DEF. 1.—**Versification** is the art of making verse—*i. e.*, the proper arrangement of a certain number of Syllables in a line.

NOTE.—There are two prominent distinctions in Verse,

1. **Blank Verse.**
2. **Rhyme.**

DEF. 2.—**Blank Verse** consists in measured lines

usually of ten Syllables each, and which may or may not end with the same sound.

EXAMPLE.—" 'Tis midnight's holy hour ; and silence now
Is brooding, like a gentle spirit, o'er
The still and pulseless world. Hark ! on the winds
The bell's deep tones are swelling ; 'tis the knell
Of the departed year."

DEF. 3.—Rhyming Verse consists of measured lines, of which two or more end with the same sound.

EXAMPLES.

Rhymes successive.—" Thou bright glittering star of even !
Thou gem upon the brow of heaven !
Oh ! were this fluttering spirit free,
How quick 'twould spread its wings to thee !"

Rhymes alternatng.—" Oh ! sacred star of evening, tell
In what unseen celestial sphere
Those spirits of the perfect dwell—
Too pure to rest in sadness here."

DEF. 4.—A line in Poetry is technically called a Verse.

EXAMPLE.—" And I am glad that he has lived thus long."

REM.—Verses are of different lengths.

DEF. 5.—A half verse is called a Hemistich.

EXAMPLE.—" I, too, will hasten back with lightning speed,
To seek the hero."

DEF. 6.—Two rhyming verses which complete the sense are called a Couplet.

EXAMPLES.—1. " Look round our world ; behold the chain of love,
Combining all below and all above."

2. " And more true joy Marcellus exiled feels,
Than Cæsar with a senate at his heels."

DEF. 7.—Three verses which rhyme together are a Triplet.

EXAMPLE.—" So fair, so sweet, withal so sensitive,
Would that the little flowers were born to live,
Conscious of half the pleasure which they give."

DEF. 8.—Four lines or more are called a Stanza.

EXAMPLE.—" Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear ;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air."

NOTE.—Verses may end with $\left\{ \begin{array}{l} \text{Rhyming Syllables, or} \\ \text{Rhyming Words.} \end{array} \right.$

EXAMPLE.—“ We come, we come, a little band,
As children of the nation ;
We are joined in heart, we are joined in hand,
To keep the Declaration.”

REM.—In the above stanza, the first and third lines end with Rhyming Words—the second and fourth, with Rhyming Syllables.

DEF. 9.—A collection of Syllables is called a **Foot**.

NOTE.—A Foot may consist of $\left\{ \begin{array}{l} \text{two Syllables, or} \\ \text{three Syllables.} \end{array} \right.$

DEF. 10.—Feet of two Syllables are the

Trochee first long, second short — —

Iambus first short, second long — —

Pyrrhic both short — —

Spondee both long — —

Feet of three Syllables are the

Dactyl one long and two short — — —

Anapest two short and one long — — —

Amphibrach . first short, second long, third short — — —

Tribrach three short — — —

REM.—Most English Poetry is written in Iambic, Trochaic, or Anapæstic Verse.

TROCHAIC VERSE.

1. *Hexameter, or six feet.*

“ On a | mountain | stretched be | neath a | hoary | willow,
Lay a shepherd swain, and viewed the rolling billow.”

2. *Pentameter, or five feet.*

“ Rouse him | like a | rattling | peal of | thunder.”

3. *Tetrameter, or four feet.*

On the | mountain's | top ap | pearing,
Lo, the sacred herald stands !

4. *Trimeter, or three feet.*

“ How I | love to | see thee,
Golden evening sun.”

5. *Dimeter, or two feet.*

Rich the | treasure,
Sweet the pleasure.

6. *Monometer, or one foot.*

Ring
Singing.

IAMBIC VERSE.

1. *Six feet—Hexameter.*

The praise | of Bac | chus then | the sweet musi | cian sung.

2. *Five feet—Pentameter.*

Oh, I | have loved | in youth's | fair ver | nal morn,
To spread | ima | gina | tion's wild | est wing.

3. *Four feet—Tetrameter.*

There is | a calm | for those | who weep,
A rest | for wea | ry pil | grims found.

4. *Three feet—Trimeter.*

What sought | they thus | afar ?
Bright jew | els of | the mine ?

5. *Two feet—Dimeter.*

"I am | the grave."

6. *One foot—Monometer.*

"My home."

ANAPÆSTIC VERSE.

1. *Four feet.*

But we stead | fastly gazed | on the face | of the dead.

2. *Three feet.*

"And I loved | her the more | when I heard
Such tenderness fall from her tongue."

3. *Two feet.*

"For the night only draws
A thin veil o'er the day."

DACTYLIC VERSE.

1. *Four feet.*

Come, ye dis | console, | where'er ye | languish.

2. *Three feet.*

Earth has no | sorrows that | Heaven can not | heal.

3. *Two feet.*

Free from anx | iety,
Care, and satiety.

4. *One foot.*

Cheerfully
Fearfully.

THE AMPHIBRACH.

"There is a | bleak desert | where daylight | grows weary
Of wasting its smiles on a region so dreary."

"With storm-dar | ing pinion | and sun-ga | zing eye,
The gray forest eagle is king of the sky."

"There's pleasure | in freedom, | whatever | the season,
That makes every object look lovely and fair."

OBS. 1.—The first Syllable of a verse is sometimes omitted.

EXAMPLES.

[] "And there | lay the ri | der, distort | ed and pale,
With the dew | on his brow | and the rust | on his mail."

OBS. 2.—A syllable is sometimes added to a line.

EXAMPLES.

"Earth has no | sorrows that | Heaven can not | *heal*."

"A guar | dian an | gel o'er | my life | presid | ing,
Doubling my pleasures, and my cares dividing."

OBS. 3.—The different measures are sometimes combined in the same line.

EXAMPLES.

"May comes, | May comes, | we have called | her long,
May comes | o'er the moun | tains with light | and song;
We may trace | her steps | o'er the wak | ening earth,
By the winds | which tell | of the vio | let's birth."

OBS. 4.—Sometimes the last syllable of a line becomes the first syllable in the first foot of the next.

EXAMPLE.

"On the cold | cheek of death | smiles and ro | ses are blend | *ing*,
And bean | ty immor | tal awakes | from the tomb."

FIGURES.

NOTE.—Language is modified in its structure, style, and utterance by the use of **Figures**.

DEF. 1.—A **Figure** of speech is a licensed departure from the ordinary structure or use of a word in a Sentence.

Obs.—Figures are employed to give *strength, beauty, or melody* to Language.

NOTE.—*Figures* are { Grammatical or
Rhetorical.

DEF. 2.—A **Grammatical Figure** is a deviation from the ordinary *form* or *office* of a word in a Sentence.

DEF. 3.—A **Rhetorical Figure** is a deviation from the ordinary application of words in the expression of thought.

I. FIGURES MODIFYING THE FORMS OF WORDS.

These are called—

<i>Aphaeresis,</i>	<i>Apocope,</i>	<i>Synæresis,</i>	<i>Syncope,</i>
<i>Prosthesis,</i>	<i>Paragoge,</i>	<i>Diaeresis,</i>	<i>Tmesis.</i>

DEF. 4.—**Aphaeresis** allows the elision of one or more of the first letters of a word.

EXAMPLES.—1. "Mid scenes of confusion."

2. "And therefore thou may'st think my 'havior light."—*Juliet*.

3. "What! have you let the false enchanter 'scape?"—*Milton*.

DEF. 5.—**Prosthesis** allows a syllable to be prefixed to a word.

EXAMPLES.—1. "Else would a maiden blush depaint my cheek."—*Juliet*.

2. "Let fall adown his silver beard some tears."—*Thomson*.

3. "The great archangel from his warlike toil
Surceased."—*Milton*.

DEF. 6.—**Apocope** allows the elision of one or more of the final letters of a word.

- EXAMPLES.—1. "And that is spoke...with such a dying fall."
 2. "Tho' the whole loosened Spring around her blows."
 3. "T' whom th' archangel."—*Milton*.

DEF. 7.—**Paragoge** allows a syllable to be annexed to a word.

- EXAMPLES.—1. "Withouten trump was proclamation made."—*Thomson*.
 2. "Nor deem that kindly nature did him wrong."—*Bryant*.

DEF. 8.—**Synæresis** allows two syllables to become one.

- EXAMPLES.—Extra session—ordinary session—extraordinary session."

DEF. 9.—**Diæresis** separates two vowels into different syllables.

- EXAMPLES.—Coöperate—reiterate.

DEF. 10.—**Syncope** allows one or more letters to be taken from the middle of a word.

- EXAMPLES.—1. "Or serve they as a *flow'ry* verge to bind
 2. The fluid skirts of that same *wat'ry* cloud,
 3. Lest it again dissolve and *show'r* the earth."—*Milton*.

DEF. 11.—**Tmesis** allows a word to be inserted between the parts of a compound word.

- EXAMPLE.—"How much *soever* we may desire it."

OBS.—Sometimes two figures are combined in the same word.

- EXAMPLE.—"Ah! whence is that sound which now *larums* his ear?"

II. FIGURES MODIFYING THE OFFICES OF WORDS.

These are called

RHETORICO-GRAMMATICAL FIGURES.

They are—

Ellipsis,

Syllipsis,

Hyperbaton.

Pleonasm,

Enallage,

DEF. 12.—**Ellipsis** allows the omission of one or more words necessary to complete the grammatical construction, when custom has rendered them unnecessary to complete the sense.

- EXAMPLES.—1. "Thou art perched aloft on the beetling crag,
 And the waves are white below []."

2. "Unnumbered systems [], suns, and worlds,
Unite to worship thee,
3. While thy majestic greatness fills
Space [], Time [], Eternity."

DEF. 13.—**Pleonasm** allows the introduction of words not necessary to complete the grammatical construction of a Sentence.

EXAMPLES.—1. "The moon *herself* is lost in heaven."

2. "I sit *me* down, a pensive hour to spend."

DEF. 14.—**Syllipsis** allows a word to be used not in its literal sense.

EXAMPLE.—"And there lay the steed, with his nostril *all* wide."

DEF. 15.—**Enallage** allows the use of one word for another of similar origin, or the substitution of one modification for another.

EXAMPLE.—"A world *devote* to universal wreck."

DEF. 16.—**Hyperbaton** allows the transposition of words in a Sentence.

EXAMPLE.—"His *voice* SUBLIME, is heard afar."

III. FIGURES OF RHETORIC.

They are—

<i>Simile,</i>	<i>Antithesis,</i>	<i>Vision,</i>
<i>Metaphor,</i>	<i>Metonymy,</i>	<i>Paralepsis,</i>
<i>Allegory,</i>	<i>Synecdoche,</i>	<i>Climax,</i>
<i>Personification,</i>	<i>Apostrophe,</i>	<i>Anti-Climax,</i>
<i>Irony,</i>	<i>Interrogation,</i>	<i>Alliteration.</i>
<i>Hyperbole,</i>	<i>Exclamation,</i>	

DEF. 17.—A **Simile** is a direct comparison.

EXAMPLE.—"The Assyrian came down like the wolf on the fold."

DEF. 18.—A **Metaphor** is an indirect comparison.

EXAMPLE.—"There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune."

DEF. 19.—An **Allegory** is an extended metaphor, by

which a narration, real or fictitious, is made to convey an analogous truth or fiction.

EXAMPLE.—“Eternity’s vast ocean lies before thee ;
There, there, Lorenzo, thy *Clarissa* sails ;
Give thy mind sea-room ; keep it wide of earth—
That rock of souls immortal ; cut thy cord ;
Weigh anchor ; spread thy sails ; call every wind ;
Eye thy great Pole-star ; make the land of life.”

DEF. 20.—**Personification** represents inanimate things as being endowed with life and volition.

EXAMPLES.—1. “An old *Experience* learns too late
That all is vanity below.”

2. “*Joy* has her tears, and *Transport* has her death.”

DEF. 21.—**Irony** makes a sentence convey a meaning the opposite of its ordinary sense.

EXAMPLE.—“And we, *brave men*, are satisfied
If we ourselves escape his sword.”

DEF. 22.—**Hyperbole** exaggerates the truth.

EXAMPLE.—“With fury driven,
The waves mount up, and wash the face of heaven.”

DEF. 23.—**Antithesis** contrasts two or more things with each other.

EXAMPLES.—1. “*Zealous* though *modest*, *innocent* though *free*.”

2. “*By honor* and *dishonor*, by *evil* report and *good* report, as *deceivers*, and yet *true*.”

DEF. 24.—**Metonymy** puts one thing for another—

The cause for the effect,
The effect for the cause,
The container for the thing contained,
An attribute or quality for the thing or person.

EXAMPLES.—1. “Shall the *sword* devour forever ?”

2. “Thy *hand*, unseen, sustains the poles.”

3. “His *ear* is ever open to their cry.”

4. “I am much delighted in reading *Homer*.”

5. “He has returned to his *cups* again.”

6. “I’ll plunge thee headlong in the whelming *tide*.”

DEF. 25.—**Synecdoche** puts a part for a whole, and a whole for a part.

EXAMPLES.—1. "When the tempest stalks abroad,
Seek the shelter of my roof."

2. "Oh! ever cursed be the hand
That wrought this ruin in the land."

DEF. 26.—**Apostrophe** is a sudden transition from the subject of a discourse to address a person or thing, present or absent.

EXAMPLE.—"This is a tale for fathers and for mothers. *Young men and young women, you can not understand it.*"—*E. Everett.*

DEF. 27.—**Interrogation** expresses an assertion in the form of a question.

EXAMPLES.—1. "Looks it not like the king?"
"He that formed the eye, shall he not see?"

DEF. 28.—**Exclamation** expresses a sudden or intense emotion.

EXAMPLE.—"O liberty! O sound once delightful to every Roman ear!"

DEF. 29.—**Vision** represents past or future time as present to the view.

EXAMPLE.—"I see them on their winding way,
About their ranks the moonbeams play."

DEF. 30.—**Paralepsis** is a figure by which the main truth is expressed incidentally, or with a professed effort of the speaker to conceal it.

EXAMPLE.—"*Without alluding to your habits of intemperance,* I would ask, how can you attempt to justify your present inattention to business and the neglect of your family?"

DEF. 31.—**Climax** is that form of expression by which the thoughts are made to rise by successive gradations.

EXAMPLE.—"He aspired to be the highest; above the people, above the authorities, above the LAWS, above his COUNTRY."

DEF. 32.—**Anti-Climax** is the opposite of the climax.

EXAMPLE.—"How has expectation darkened into anxiety, anxiety into dread, and dread into despair."—*Irving.*

DEF. 33.—**Alliteration** is the repetition of the same letter at the beginning of two or more words immediately succeeding each other.

EXAMPLES.—1. "Up the high hill he heaves a huge, round stone."

2. "He carves with classic chisel the Corinthian capital that crowns the column."

QUESTIONS FOR REVIEW.

PAGE

314.—What is PROSODY?

Name the different *marks of punctuation*.

315.—When is a *Comma* properly used?

317.—When a *Semicolon*?—a *Colon*?—a *Period*?

318.—When is a *Dash* properly used?—an *Exclamation*?

When do we use a mark of *Interrogation*?

319.—Name the GRAMMATICAL SIGNS.

What is an *Apostrophe*?—a *Quotation*?—a *Hyphen*?

What is a *Bracket*?—a *Parenthesis*?—*Reference marks*?

What is a *Brace*?—*Marks of Inflection*?—*Measures*?

What is a *Caret*?—a *Dieresis*?—an *Index*?—a *Section*?

What is a *Paragraph*?—How are Paragraphs commonly indicated?

What is *Accent*?—What is *Emphasis*?

322.—What is COMPOSITION?—What are the varieties?

What is *Prose*?—Name the various kinds of *Prose*.

What is *Verse*?—When properly used?

Name and define the various kinds of *Poetry*.

324.—What is VERSIFICATION?

What are the distinctions of *Verse*?

What is *Blank Verse*?—What is *Rhyming Verse*?

What is a *Verse*?—a *Hemistich*?—a *Couplet*?

What is a *Triplet*?—What is a *Stanza*?

What is a *Foot*?—A foot may have how many Syllables?

What are the Feet of two Syllables?—of three Syllables?

What is a *Trochee*?—an *Iambus*?—a *Pyrrhic*?—a *Spondee*?

What is a *Dactyl*?—an *Anapest*?—an *Amphibrach*?—a *Tribrach*?

What measures are commonly used in English Poetry?

329.—What is a FIGURE OF SPEECH?—Why are they used?

What is a *Grammatical Figure*?—a *Rhetorical Figure*?

Name the figures which modify the forms of Words.

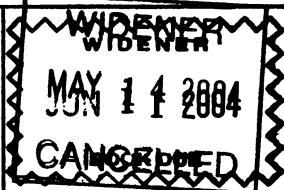
331.—Name and define all the Figures of Rhetoric.

NOTE.—Let the Pupils be required to point out the various Figures of Speech in any poem or other composition at hand.

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